

2023 Annual Implementation Plan

for improving student outcomes

Toolangi Primary School (3237)



Submitted for review by Sally Herbert (School Principal) on 20 December, 2022 at 02:31 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 09 January, 2023 at 11:38 AM
Endorsed by Rachael Dunkley (School Council President) on 08 May, 2023 at 08:10 AM

Self-evaluation summary - 2023

Toolangi Primary School (3237)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
Teaching and Learning			
Assessment			
Leadership			
Engagement			

Support			

Enter your reflective comments	
Considerations for 2023	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56%By end of 2023, 50% of students to meet IEP numeracy goals up from 13%</p>
<p>Improve student learning in literacy and numeracy.</p>	No	<p>Increase the percentage of students achieving above level, Teacher Judgement in reading from 22 per cent in 2021 to 30 per cent in 2025.</p>	
		<p>Increase the percentage of students achieving above level, Teacher Judgement in writing from 12 per cent in 2021 to 25 per cent in 2025.</p>	
		<p>Increase the percentage of students achieving above level, Teacher Judgement in number and algebra from 17 per cent in 2021 to 25 per cent in 2025.</p>	
		<p>Increase the percentage of students with high benchmark growth (NAPLAN) in reading from 0 per cent (average 2018–2021) to three year average in 2025 of 25 per cent.</p>	

Strengthen student wellbeing, and connectedness to school.	No	By 2025 increase the positive responses in school developed survey from (XX benchmark set in 2021) to XX mean over three years (insert benchmark and target when data is available)	
		By 2025, 90 per cent of students to meet Individual Education Plan (IEP) literacy goals, up from XX per cent in 2021 (insert benchmark when data is available)	
		By 2025, 90 per cent of students to meet Individual Education Plan (IEP) numeracy goals, up from XX per cent in 2021 (insert benchmark when data is available)	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> * Build staff capacity in assessment and differentiation in reading and numeracy in to order to identify and meet student's individual learning needs * Establish PLT structures to support teacher collaboration and strengthen teacher practice in the areas of reading and numeracy
Outcomes	Teachers will: <ul style="list-style-type: none"> * Engage in professional learning focusing on formative assessment strategies including PAT, EOI, MOI and Benchmarking * Commit to implementing the TPS teaching and learning model with a focus on the gradual release of responsibility * Use PLC framework to engage in reflective practice to plan and evaluate teaching and learning * Identify students in need of targeted numeracy and reading academic support or intervention * Use diagnostic assessment data to identify student learning needs in reading and numeracy * Develop individual student achievement trackers using the 'I can statements' in reading and viewing and mathematics * Consistently implement the agreed assessment schedule * Explore essential assessments as a useful resource to monitor student achievement Tutors will: <ul style="list-style-type: none"> * Work with individual and cohorts of students requiring additional support in the reading and numeracy * Collaborate with classroom teacher to share data, observations and achievements * Implement learning sprints in mathematics using PLC framework

	<ul style="list-style-type: none"> * Communicate with parents through SSG meetings * Enable opportunities for student feedback within tutoring sessions <p>Students will:</p> <ul style="list-style-type: none"> * Know what their next steps are to progress their learning * Engage in targeted feedback sessions to discuss their learning progress * Report higher levels of confidence with reading and numeracy skills 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * Assessment data at PLC meetings * Professional learning by teaching staff in assessments and data literacy * Documentation and post test data from formative assessments including PAT, EOI and MOI data * Curriculum documents clearly showing differentiation and evidence of student learning at different levels <p>Late indicators</p> <ul style="list-style-type: none"> * Assessment schedule (12 month completion) * Semester 2 teacher judgements * NAPLAN data in reading and numeracy 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review and update the current assessment schedule	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Develop student achievement trackers for every child in the areas of numeracy and reading	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching Informal PLC training supported by Principal and EIL	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Establish processes and protocols for regular moderation of students work within junior and senior classes	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<ul style="list-style-type: none"> * Develop a whole school understanding of what student voice, agency and leadership looks like * Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> * Engage in professional learning focusing on student voice and agency * Ensure all students have a current IEP with SMART goals for reading, writing and mathematics * Co-design student IEPs with both students to further enhance student agency * Implement regular student led conferences to discuss learning progress and goal attainment in IEPs * Provide targeted academic support to student through numeracy and reading goals in IEPs * Make IEPs more visible for students, school staff and parents * Engage in regular professional learning focusing on writing authentic and personalised IEPs * Conduct termly SSG meetings with parents <p>Tutors will:</p> <ul style="list-style-type: none"> * establish intervention tutoring programs for targeted students * collaborate with teachers to ensure consistency with goal setting, teaching strategies and assessment tasks * provide regular feedback to students and parents through regular SSG meetings * provide high level instruction based at the point of needs for individual students and groups within the tutor program * ensure detailed documentation of curriculum planning and student progress <p>Students will:</p> <ul style="list-style-type: none"> * receive increased opportunities to demonstrate student voice and agency * collaborate with teachers and tutors to ensure positive input in their IEPs with a focus on providing student feedback * participate in student led conferences * report higher levels of confidence with reading and numeracy skills * receive support to work at point of need * develop an increased knowledge and understanding of their learning goals
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * Student led conferences documentation and evidence * Student feedback on use of classroom strategies and learning preferences * Data walls clearly indicating student progress * IEP goals and goal tracker visible to students * Evidence of communication with parents and students relating to student led conferences and SSG meetings * Progress recorded against IEP goals * School based student perception and survey data * Classroom observations and learning walks with other schools demonstrating use of strategies from professional learning

	Late indicators * Semester 2 teacher judgements * Attitudes to School survey * IEP data wall relating to goal attainment			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Establish student focus groups to promote student voice and seek feedback about school improvement in relation to positive health and wellbeing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Implement the Respectful Relationship curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,647.38 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$1,000.00	\$4,000.00
Disability Inclusion Tier 2 Funding	\$17,035.52	\$12,500.00	\$4,535.52
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$52,682.90	\$44,147.38	\$8,535.52

Activities and milestones – Total Budget

Activities and milestones	Budget
Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	\$2,000.00
Review and update the current assessment schedule	\$1,000.00
Develop student achievement trackers for every child in the areas of numeracy and reading	\$1,000.00
Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching Informal PLC training supported by Principal and EIL	\$1,000.00
Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	\$3,000.00
Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	\$2,000.00

Establish processes and protocols for regular moderation of students work within junior and senior classes	\$1,000.00
Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	\$1,000.00
Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	\$1,000.00
Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	\$1,000.00
Implement the Respectful Relationship curriculum	\$5,000.00
Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	\$25,647.38
Totals	\$44,647.38

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching Informal PLC training supported by Principal and EIL	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$1,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff •
Review and update the current assessment schedule	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> •
Develop student achievement trackers for every child in the areas of numeracy and reading	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •

Establish processes and protocols for regular moderation of students work within junior and senior classes	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT •
Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT •
Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> CRT •
Totals		\$12,500.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implement the Respectful Relationship curriculum	from: Term 1 to: Term 4	\$5,000.00	
Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	from: Term 1 to: Term 4	\$25,647.38	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

Totals		\$30,647.38	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching Informal PLC training supported by Principal and EIL	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PLC training completed by Principal	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Essential Assessment	<input checked="" type="checkbox"/> On-site
Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

student voice and agency commencing with AMPLIFY		to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day		
Implement the Respectful Relationship curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants RR consultants or RR Lead school	<input checked="" type="checkbox"/> On-site