2020 Annual Implementation Plan

for improving student outcomes

Thomastown Primary School (0631)

Submitted for review by Amanda Henning (School Principal) on 19 December, 2019 at 04:00 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 15 January, 2020 at 08:31 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

| Enter your reflective comments | In 2019 the school has gone some way towards our goal of having a documented and consistently applied instructional model for reading. Our work with the teaching partners has seen the implementation of The Workshop Model as a lesson structure, a consistent approach to guided reading and processes for conducting and analysing running records and benchmark assessments. The instructional model for teaching reading is not fully developed. School data from On Demand and PAT R testing has not shown targeted levels of improvement.

PLCs have become the central organisational structure at TPS. Instructional leaders have worked effectively with their teams to conduct cycles of inquiry and plan collaboratively.

On reflection, the range of KIS planned in the 2019 AIP was too broad. The 2020 AIP should have a more specific focus on fully developing and embedding an instructional model for reading. The demands of our involvement with the DSSI program and the PLC initiative have meant that other improvement strategies planned in the 2019 AIP have not been addressed. While this is so, the extent to which teaching staff have committed to the elements of the reading model introduced this year and to the work of PLCs has been pleasing and can only have a positive impact on future change. |
|---|---|

Considerations for 2020	The full implementation of a consistent instructional model for reading to be the priority for school improvement in 2020. Teachers will be expected to consolidate the elements of the reading program introduced in 2019 Implementation of the instructional model for reading to be achieved through whole school professional learning and the ongoing work of PLCs

Prioritise PLCs to foster effective collaboration, provide for the use of data to inform planning, measure impact and ensure consistent implementation of new reading approaches

Provide professional learning to develop data literacy, particularly improving teachers' capacity to analyse, monitor and moderate reading assessment data in PLCs Redevelop our assessment schedule so that it includes assessment for, as and of learning, more closely aligns with the reading instructional model and documents protocols and processes for the use of data to inform planning

The co-construction of learning goals in reading conferences to be a integral feature of the reading instructional model

Launch and embed the SWPBS program to promote student safety and well- being |
| **Documents that support this plan** | |

SSP Goals Targets and KIS

Goal 1	Improve numeracy and reading outcomes for all students.
Target 1.1	*By 2022 increase the percentage of students in Year 3 in the top two bands of NAPLAN Numeracy (from 18.9 per cent in 2017) to be 30 per cent or above.*
Target 1.2	*By 2022 increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy (from 6.1 per cent in 2017) to be 20 per cent or above.* *By 2022 increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading (from 14.7 per cent in 2017) to be 25 per cent or above.*
Target 1.3	*By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Numeracy assessed as medium and high growth increase from 47.8 per cent in 2017 to be 75 per cent or above.* *By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Reading assessed as medium and high growth increase from 55 per cent in 2017 to be 75 per cent or above.*
Target 1.4	*By 2022 80% of students in Years 3 - 6 to be working at level or above in numeracy as assessed by PAT Mathematics.*
Key Improvement Strategy 1.a Building practice excellence	Embed a whole school reading instructional model that promotes high quality, consistent teaching and learning in reading and mathematics

Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to embed high impact teaching strategies through professional learning, peer observation and feedback
Goal 2	Develop a collaborative learning community to improve student achievement, engagement and wellbeing outcomes.
Target 2.1	By 2022, the percentage of positive endorsement on the SSS will be: • Collective Efficacy: 80 per cent or above • Collective Responsibility: 90 per cent or above • Professional Learning through Peer Observation: 75 per cent or above • Parent and Community Involvement: 75 per cent or above
Target 2.2	*By 2022, the percentage of positive endorsement on the student AToSS for Years 4–6 will be:* • Student voice and agency: 80 per cent or above • *Stimulated learning: 80 per cent or above* • *Effort: 80 per cent or above* • *Teacher concern: 80 per cent or above*
Target 2.3	*By 2022, the percentage of positive endorsement on the POS will be:* • Student agency and voice: 70 per cent or above • High expectations for success: 70 per cent or above • *Parent participation and involvement: 70 per cent or above*

Target 2.4	• *By 2022, reduce Prep–Year 6 student absence days per full–time equivalent from 21.12 days in 2017 to 16 days or below*
Key Improvement Strategy 2.a Building leadership teams	Develop and implement a leadership and team framework that raises levels of consistency, collective responsibility and shared accountability for the achievement of improved student outcomes. (BLT).
Key Improvement Strategy 2.b Empowering students and building school pride	Embed student voice and agency in their own learning so that students have positive school experiences and can act as partners in school improvement. (ESBSP).
Key Improvement Strategy 2.c Building communities	Strengthen strategies, such as three–way conferences, that enhance partnerships between parents, staff and students to support improved student achievement, engagement, attendance and wellbeing outcomes (BC).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve numeracy and reading outcomes for all students.	Yes	*By 2022 increase the percentage of students in Year 3 in the top two bands of NAPLAN Numeracy (from 18.9 per cent in 2017) to be 30 per cent or above.*	By 2020 increase the percentage of students in Year 3 in the top two bands of NAPLAN Numeracy to 15% or above
		By 2022 increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy (from 6.1 per cent in 2017) to be 20 per cent or above. *By 2022 increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading (from 14.7 per cent in 2017) to be 25 per cent or above.*	By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy to 15% or above By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading to 15% or above.
		By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Numeracy assessed as medium and high growth increase from 47.8 per cent in 2017 to be 75 per cent or above. *By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Reading assessed as medium and high growth increase from 55 per cent in 2017 to be 75 per cent or above.*	By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Numeracy assessed as medium and high growth to increase from 51 per cent in 2019 to be 60 per cent or above. By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Reading assessed as medium

			and high growth increase from 44% per cent in 2019 to be 50 per cent or above
		By 2022 80% of students in Years 3 - 6 to be working at level or above in numeracy as assessed by PAT Mathematics.	By 2020 60% of students in Years 3 - 6 to be working at level or above in numeracy as assessed by PAT Mathematics By 2020 60% of students in grades 4-6 to demonstrate expected levels of growth as measured by PAT Mathematics
Develop a collaborative learning community to improve student achievement, engagement and wellbeing outcomes.	Yes	By 2022, the percentage of positive endorsement on the SSS will be: • Collective Efficacy: 80 per cent or above • Collective Responsibility: 90 per cent or above • Professional Learning through Peer Observation: 75 per cent or above • Parent and Community Involvement: 75 per cent or above	By 2019, the percentage of positive endorsement on the SSS will be: Collective Efficacy: 70 per cent or above Collective Responsibility: 90 per cent or above Professional Learning through Peer Observation: 60 per cent or above Parent and Community Involvement: 75 per cent or above
		By 2022, the percentage of positive endorsement on the student AToSS for Years 4–6 will be: • Student voice and agency: 80 per cent or above • *Stimulated learning: 80 per cent or above* • *Effort: 80 per cent or above* • *Teacher concern: 80 per cent or above*	In 2019 this target was met. The 2020 target will be to maintain or extend scores. By 2020, the percentage of positive endorsement on the student Student Attitudes to School survey for Years 4–6 will be: Student voice and agency: 85 per cent or above Stimulated learning: 90 per cent or

			above
			Effort: 90 per cent or above
			Teacher concern: 90 per cent or above
			By 2020, the percentage of positive endorsement on the Parent Opinion will be:
			Student agency and voice: 70 per cent or above
			High expectations for success: 70 per cent or above
			Parent participation and involvement: 70 per cent or above
		By 2022, the percentage of positive endorsement on the POS will be: • Student agency and voice: 70 per cent or above • High expectations for success: 70 per cent or above • *Parent participation and involvement: 70 per cent or above*	In 2019 this target was met. The 2020 target will be to maintain or extend scores. By 2020, the percentage of positive endorsement on the Parent Opinion Survey will be maintained at: Student agency and voice: 80 per cent or above (84% in 2019) High expectations for success: 80 per cent or above (89% in 2019) Parent participation and involvement: 80 per cent or above (88% in 2019)
		• *By 2022, reduce Prep–Year 6 student absence days per full–time equivalent from 21.12 days in 2017 to 16 days or below*	By 2020, reduce the percentage of students with 20 or more absence days from 39% in 2019 to 30% (Panorama report)

Goal 1	Improve numeracy and reading outcomes for all students.	
12 Month Target 1.1	By 2020 increase the percentage of students in Year 3 in the top two bands of NAPLAN Numeracy to 15% or above	
12 Month Target 1.2	By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy to 15% or above By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading to 15% or above.	
12 Month Target 1.3	By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Numeracy assessed as medium and high growth to increase from 51 per cent in 2019 to be 60 per cent or above. By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Reading assessed as medium and high growth increase from 44% per cent in 2019 to be 50 per cent or above	
12 Month Target 1.4	By 2020 60% of students in Years 3 - 6 to be working at level or above in numeracy as assessed by PAT Mathematics By 2020 60% of students in grades 4-6 to demonstrate expected levels of growth as measured by PAT Mathematics	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed a whole school reading instructional model that promotes high quality, consistent teaching and learning in reading and mathematics	Yes
KIS 2 Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students	Yes
KIS 3 Building practice excellence	Build teacher capacity to embed high impact teaching strategies through professional learning, peer observation and feedback	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.	In 2019 TPS participated in the DSSI Teaching Partners initiative. Two teaching partners were assigned to the school and were tasked with improving student outcomes through the implementation of a whole school instructional model in reading. Our involvement required that leadership and teaching staff confront problems in the delivery of reading across the school and reflect on their own content and pedagogical knowledge and practice. Many found this challenging. At the same time participation in the PLC initiative saw the appointment of a middle level of leadership, our instructional leaders, who undertook the task of facilitating PLCs at every level, establishing protocols for effective functioning and the process of working through cycles of inquiry Our work with the teaching partners has seen the implementation of The Workshop Model as a lesson structure, a consistent approach to guided reading and processes for conducting and analysing running records and benchmark assessments. The instructional model for teaching reading is not fully developed. School data from On Demand and PAT R testing , has not shown targeted levels of improvement. As such teachers will be expected to consolidate the elements of the reading program introduced in 2019. Professional learning in 2020 will be focussed on the Reading Workshop as the model for teaching reading at TPS and will further embed PLC processes, particularly the effective use of evidence to identify and explicitly teach the skills required for each student to improve.
Goal 2	Develop a collaborative learning community to improve student achievement, engagement and wellbeing outcomes.

12 Month Target 2.1	By 2019, the percentage of positive endorsement on the SSS will be:
	
	    Collective Efficacy: 70 per cent or above
	    Collective Responsibility: 90 per cent or above
	    Professional Learning through Peer Observation: 60 per cent or above
	    Parent and Community Involvement: 75 per cent or above

12 Month Target 2.2	In 2019 this target was met. The 2020 target will be to maintain or extend scores.
	By 2020, the percentage of positive endorsement on the student Student Attitudes to School survey for Years 4–6 will be:
	
	    Student voice and agency: 85 per cent or above
	    Stimulated learning: 90 per cent or above
	    Effort: 90 per cent or above
	    Teacher concern: 90 per cent or above
	
	By 2020, the percentage of positive endorsement on the Parent Opinion will be:

	Student agency and voice: 70 per cent or above High expectations for success: 70 per cent or above Parent participation and involvement: 70 per cent or above
12 Month Target 2.3	In 2019 this target was met. The 2020 target will be to maintain or extend scores. By 2020, the percentage of positive endorsement on the Parent Opinion Survey will be maintained at: Student agency and voice: 80 per cent or above (84% in 2019) High expectations for success: 80 per cent or above (89% in 2019) Parent participation and involvement: 80 per cent or above (88% in 2019)
12 Month Target 2.4	By 2020, reduce the percentage of students with 20 or more absence days from 39% in 2019 to 30% (Panorama report)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Develop and implement a leadership and team framework that raises levels of consistency, collective responsibility and shared accountability for the achievement of improved student outcomes. (BLT).	Yes
KIS 2 Empowering students and building school pride	Embed student voice and agency in their own learning so that students have positive school experiences and can act as partners in school improvement. (ESBSP).	Yes
KIS 3 Building communities	Strengthen strategies, such as three–way conferences, that enhance partnerships between parents, staff and students to support improved student achievement, engagement, attendance and wellbeing outcomes (BC).	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.	The 2019 School Staff survey revealed very low scores for components that measured: - staff confidence in their skills and expertise (teacher collective efficacy (57.7%)) - satisfaction with professional learning (staff professional safety (55.6%), school level support (63.0%) active participation (65.2%)professional learning through peer observation (33.3%) - collaborative practice (teacher collaboration (53.3% , time to share pedagogical content knowledge (40%)) In 2020 the school will prioritise PLCs as the vehicles for distributed leadership and collaborative practice. The implementation of the Reader's Workshop will be the one very specific focus for professional learning . This may overcome some of the 'initiative fatigue' that staff may be experiencing and help build their sense of cohesion and collective efficacy. The Reader's Workshop provides opportunities to improve student agency and teacher/student feedback cycles by incorporating the co-construction of student reading goals. A focus on the Reader's Workshop will provide the opportunity to embed student agency within an authentic context. Time constraints in 2019 meant that three way conferences were not introduced. Introducing three way conferences for reporting to parents and carers will remain a goal in 2020.

Define Actions, Outcomes and Activities

Goal 1	Improve numeracy and reading outcomes for all students.
12 Month Target 1.1	By 2020 increase the percentage of students in Year 3 in the top two bands of NAPLAN Numeracy to 15% or above
12 Month Target 1.2	By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN Numeracy to 15% or above By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN Reading to 15% or above.
12 Month Target 1.3	By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Numeracy assessed as medium and high growth to increase from 51 per cent in 2019 to be 60 per cent or above. By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN Reading assessed as medium and high growth increase from 44% per cent in 2019 to be 50 per cent or above
12 Month Target 1.4	By 2020 60% of students in Years 3 - 6 to be working at level or above in numeracy as assessed by PAT Mathematics By 2020 60% of students in grades 4-6 to demonstrate expected levels of growth as measured by PAT Mathematics
KIS 1 Building practice excellence	Embed a whole school reading instructional model that promotes high quality, consistent teaching and learning in reading and mathematics
Actions	Consolidate the elements of the reading instructional model that were introduced in 2019 - workshop lesson structure - mini lesson with a clear learning intention - documented protocols for conducting running records - consistent expectations and procedures for guided reading Prioritise and strengthen PLCs as the central organisational structure at TPS. Within PLCs develop the capacity of teachers to: -analyse data to determine students' learning needs and plan to explicitly teach the skills required -use the Fountas and Pinnell Literacy Continuum to monitor student learning -identify teacher professional learning needs -evaluate the effectiveness of their practice

	Introduce reading intervention through the Fountas and Pinnell Levelled Literacy Intervention program - provide resources - appoint teacher - timetabling etc. to faciilitate program implementation - ongoing monitoring Professional learning to develop, document and implement the Reader's Workshop as the instructional model. See Professional Learning plan attached. Professional learning to ensure consistent understandings of the Fountas and Pinnell Systems of Strategic Actions (SOSA) to plan for explicit teaching Professional learning to build assessment literacy of all teachers -See professional learning plan attached Consolidate the mathematics instructional model. Monitor its consistent implementation. Provide resources to support teachers to plan rich learning tasks.

Outcomes	Students in all grades will
	- read independently every day
	- choose their own 'just right' books or other reading materials
	- meet with their teacher regularly to discuss their reading, give and receive feedback on the reading strategies they employ, co-construct reading goals and monitor their own progress toward achieving those goals
	- receive explicit teaching through mini lessons and small teaching groups to develop the reading strategies they use
	- access reading intervention if required
	
	Teachers will
	- embed components of the reading instructional model introduced in 2019 - mini lesson, guided reading, running records
	-use the Fountas and Pinnell SOSA and Prompting guides to plan for explicit teaching and questioning
	- engage in professional learning about other elements of the reading workshop model
	   - independent reading
	   - classroom libraries and book boxes
	   - reading conferences
	   - giving feedback in guided reading and reading conferences
	   - vocabulary (Learning Specialist coaching)
	(See professional learning plan - attached)

	- engage in professional learning to link assessment to each component of the Reading Workshop (See professional learning plan - attached) - engage in professional learning to develop data literacy - use of SPA platform / ACER and Insight assessment tools and resources (See professional learning plan - attached) - plan using agreed planning templates PLCs wi -identify or develop data collection tools to identify student learning needs - analyse data to identify student learning needs -plan to teach the skills required - monitor student learning and growth (F & P Literacy Continuum) -moderate data to ensure consistency of expectations and judgements -evaluate the effectiveness of teaching and measure impacts Leaders will - facilitate professional learning and PLCs - facilitate LLI - monitor and provide feedback on planning
Success Indicators	Term 1 - classroom libraries established - processes for home reading established / book logs introduced - introduction of the Levelled Literacy Intervention program (LLI) - professional learning completed - assessing reading and providing feedback - assessment schedule - clearly established protocols for the use focus sheets - peer observations conducted - feedback practices By the end of term 1 - classroom libraries should be established and students should be selecting their own books for take home reading and recording their choices in book logs. Teacher feedback during guided reading conferences and the analysis of running records should be informed by a deep understanding of the reading process. The assessment schedule will be revised to include the focus sheets as a formative assessment tool. The LLI progam will be fully implemented by the end of term 1. Term 2 - professional learning completed - language experience approach - professional learning completed - independent reading / processes for choosing 'just right' books - assessment schedule - reader surveys, reading engagement tool and book logs included as a source of formative data

- peer observation conducted - reading engagement
- explicit vocabulary instruction modelled by learning specialist

By the end of term 2 teachers in Foundation and Grade 1/2 will incorporate elements of the Language Experience approach into literacy planning. All teachers will incorporate the explicit teaching of vocabulary into their weekly planning. All classes will include independent reading as an element of their reading block. This will be evident in planners.

Term 3
- professional learning completed - reading conferences
- assessment schedule - conference notes as a source of formative data
- peer observation - reading conferences
- professional learning - moving from guided reading to reciprocal reading and literature circles

By the end of term 3 the Readers Workshop will be fully implemented.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Classroom libraries established - guidelines documented - books and other reading materials collected and stored - borrowing procedures documented - classroom libraries resourced - classroom libraries created - categorised and organised	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☑ Equity funding will be used
Readers' Workshop established as the whole school model for reading instruction - independent reading -reading conferences - small group instruction - guided reading, reciprocal reading , literature circles	☑ Leadership Team ☑ Learning Specialist(s) ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used

Data Literacy / Assessment Schedule - build the capacity of all teachers to use PAT R reports to inform planning -build the capacity of all teachers to use SPA standard to analyse data and SPA Markbook to design assessment tools and track student learning growth - develop a revised assessment schedule that reflects assessment data collected at each stage of the readers' workshop	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional learning communities - further refine the functioning of PLCs to include a stronger focus on the use of evidence to plan inquiry cycles, determine professional learning needs and evaluate the impact on student learning - Provide planning time for instructional leaders (CRT replacement - 1 hour per week for 4 instructional leaders)	☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Equity funding will be used
Fountas and Pinnell Levelled Literacy Intervention implemented -Resources purchased -0.5 Teacher allocated -Teacher aide allocation -Professional Learning for LLI teacher and aide - Pearson	☑ Leadership Team ☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$73,000.00 ☑ Equity funding will be used

KIS 2 Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students
Actions	Provide professional learning to build the capacity of all teachers to access PAT R reports, read the data and use it to inform planning. Link to the PAT R Teacher Resources. Provide professional learning to build the capacity of all teachers to access SPA Standard data reports and use them to inform planning and reporting. Build the capacity of teachers to use SPA Markbook as part of PLC inquiry cycles to design common assessment tasks and monitor student learning growth. Revise the TPS Assessment Schedule to reflect the stronger emphasis on assessment of students as readers - including

	assessment of attitudes, motivations, reading preferences and engagement, as well as a greater focus on formative assessment during each component of the readers' workshop. The Assessment Schedule should incorporate a stronger emphasis on sharing data with students. Strengthen PLCs by including a stronger focus on the use of evidence to plan inquiry cycles, to set targets for student learning and monitor students' progress in achieving these targets, moderate and enable greater consistency in their judgements about student learning. Enhance assessment in mathematics by developing a bank of common assessment tasks with marking rubrics.

Outcomes	Students will
	-share in tracking their own learning growth and be able to articulate why they have been successful and what they need to learn next
	- receive feedback from teachers to improve their reading, co-construct reading goals with their teachers and monitor their own progress towards achieving those goals
	
	Teachers will
	- develop their data literacy and use PAT R reports to plan for explicit teaching
	- use SPA Standard to analyse summative data, to track student learning growth and report to parents
	- use SPA Standard to evaluate their teaching practice through the PDP process
	- use SPA Markbook in PLCs to design common assessment tasks and monitor student achievement using rubrics or continuums
	- collect and use formative data throughout the reader's workshop - students attitudes about reading, reading preferences, the range and number of books read, reading engagement, reading strategies employed etc.
	- give feedback(informed by a deep understanding of the reading process) to students
	- use student feedback to plan teaching
	
	PLCs will
	  - identify or develop data collection tools to identify student learning needs
	    - analyse data to identify student learning needs
	     - plan to teach the skills required
	     - monitor student learning and growth (F & P Literacy Continuum)
	     - moderate data to ensure consistency of expectations and judgements
	    -measure impacts and evaluate the effectiveness of teaching
	
	Leadership will

	- facilitate the provision of professional learning on PAT R and SPA through ACER and Sreams - provide professional learning (inhouse - Learning Specialist and Leading Teacher) - prioritise and support PLCs to use assessment data to drive improvement - document the revised assessment schedule
Success Indicators	Assessment Schedule completed and distributed Professional Learning delivered All teachers confidently using PAT R reports and linking to PAT Teaching resources to plan for teaching All teachers confidently using SPA Standard to analyse and triangulate summative data to determine student progression points and measure student learning growth Formative assessment data routinely collected at all stages of the reading workshop and used to inform planning to meet student learning needs Reading conferences used to provide feedback to students on their reading strengths and needs, to co-construct reading goals and monitor students' progress towards achieving their goals. Improved scores for the 'Teaching and Learning - Implementation' components of the School Staff Survey - Understand formative assessment (53.3% in 2019) - Understand how to use data (46.7% in 2019)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning ACER (PAT R) and Sreams (SPA Platform) delivered (External presenters)	☑ Leadership Team ☑ Leading Teacher(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$6,000.00 ☑ Equity funding will be used
Professional learning - linking elements of the Readers' Workshop with opportuntiies for formative assessment	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00

	☑ PLC Leaders ☑ Teacher(s)			☐ Equity funding will be used
Redevelop Assessment Schedule - opportunities to collect and use formative data to be incorporated into the schedule as they arise during professional learning to implement the Readers' Workshop. TPS Assessment Schedule (Reading) to be complete by term 3	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Develop and distribute a resource of Mathematics Common Assessment Tasks and rubrics to be used before units of work to determine each student's point of learning need and after to determine levels of achievement and measure learning growth.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used

KIS 3 Building practice excellence	Build teacher capacity to embed high impact teaching strategies through professional learning, peer observation and feedback
Actions	Professional Learning to embed the Readers' Workshop model as the instructional model for teaching reading at TPS Peer observations linked to the introduction of each component of the Workshop (guided reading, classroom libraries, independent reading, reading conferences) Learning Specialist to -model/coach to support whole school PL in literacy --model /coach to support explicit vocabulary instruction, introduced through children's literature, as an element of the TPS reading instructional model -respond to identified teacher learning needs Continue the current foundation level literacy coaching program to build teacher's capacity to use language experience approaches to build oral language and early literacy skills Maths Coaching (Leading Teacher) to build teacher capacity to employ number sense routines and challenging maths tasks to

	develop mathematics skills and understandings.
Outcomes	Students will develop as readers - children who enjoy reading and choose to read -knowledgeably select books they enjoy and can read -understand and discuss what they read -know what they need to do to be better readers Teachers will - implement the readers' workshop model and provide for independent reading of books students select for themselves, reading conferences, explicit teaching through mini-lessons and small group instruction -participate in peer observations to provide and receive feedback about different elements of their reading workshops, reflect on and improve their practice -be supported by the learning specialist to include vocabulary instruction as part of their reading instruction Leaders will - provide professional learning -facilitate peer observations (one each term related to an aspect of the readers' workshop) -provide Learning Specialist support through modelling and coaching - provide the Foundation literacy coach (external consultant)
Success Indicators	Planning documents show evidence of the implementation of the readers' workshop Record keeping documents used for each component of the readers' workshop - book logs, focus sheets, conference records Record keeping folders (include F + P benchmark assessments and levels, running records and analysis, reader interest inventories, reading engagement observations and conference records) Peer observation record sheets Improved scores for 'Professional Learning' components of the School Staff Survey, in particular - school level support (63% in 2019) -active participation (65.2% in 2019) -Feedback (53.9% in 2019) Improved scores for'Teaching and Learning - Practice Improvement' elements of the School Staff survey, in particular - seek feedback to improve practice (46.7% in 2019) - professional learning through peer observation (33.3% in 2019)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning to implement all elements of the readers' workshop	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Foundation Literacy Coaching- implement oral language and language experience	☑ Literacy Network Teacher ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☑ Equity funding will be used
Peer observation program. Within and across teams to observe all elements of the readers' workshop - small group instruction and feedback -independent reading (reading engagement) - reading conferences and feedback	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Develop a collaborative learning community to improve student achievement, engagement and wellbeing outcomes.
12 Month Target 2.1	By 2019, the percentage of positive endorsement on the SSS will be: Collective Efficacy: 70 per cent or above Collective Responsibility: 90 per cent or above Professional Learning through Peer Observation: 60 per cent or above Parent and Community Involvement: 75 per cent or above
12 Month Target 2.2	In 2019 this target was met. The 2020 target will be to maintain or extend scores. By 2020, the percentage of positive endorsement on the student Student Attitudes to School survey for Years 4–6 will be: Student voice and agency: 85 per cent or above Stimulated learning: 90 per cent or above

	Effort: 90 per cent or above Teacher concern: 90 per cent or above By 2020, the percentage of positive endorsement on the Parent Opinion will be: Student agency and voice: 70 per cent or above High expectations for success: 70 per cent or above Parent participation and involvement: 70 per cent or above
12 Month Target 2.3	In 2019 this target was met. The 2020 target will be to maintain or extend scores. By 2020, the percentage of positive endorsement on the Parent Opinion Survey will be maintained at: Student agency and voice: 80 per cent or above (84% in 2019) High expectations for success: 80 per cent or above (89% in 2019) Parent participation and involvement: 80 per cent or above (88% in 2019)
12 Month Target 2.4	By 2020, reduce the percentage of students with 20 or more absence days from 39% in 2019 to 30% (Panorama report)
KIS 1 Building leadership teams	Develop and implement a leadership and team framework that raises levels of consistency, collective responsibility and shared accountability for the achievement of improved student outcomes. (BLT).
Actions	PLCs to be the central organisational framework at TPS Support instructional leaders as a middle tier of leadership and School improvement Team - weekly meeting time - allocated timetabled sessions for PLC meetings -PLC meeting times prioritised Refine and strengthen the work of PLCs to include a stronger use of evidence to - identify the focus for cycles of inquiry - identify the point of need for each student - set targets - monitor each students' learning -moderate to enable greater consistency in judgements - gauge their impact

	Investigate the use of SPA Markbook to design common assessment tasks and monitor student progress
	Provide the opportunity for PLC Instructional leaders to further improve their leadership skills through professional learning, networks and peer observations
Outcomes	Instructional Leaders will - meet weekly to plan, share, discuss issues and celebrate successes - lead their teams to use evidence to identify a focus for each cycle of inquiry (5 week units of work) -lead their teams to identify learning targets and target (sprint) groups of students where appropriate (use the F & P Literacy Continuum) -lead their teams to use evidence (student work samples, running records etc.) to monitor students' progress in meeting identified targets (F & P leaning continuum) - lead their teams to research and trial teaching approaches - lead teams use evidence to evaluate the impact on student outcomes and teacher learning - attend professional learning to further develop leadership skills and network with instructional leaders in other schools - participate in peer observations to observe the functioning of PLC in other areas of the school Teachers will - Collaborate in PLCs to use evidence to diagnose student learning needs - collaboratively plan to explicitly teach and practise the skills required - reflect on their own practice and evaluate the impact of their teaching -develop their own self efficacy and confidence - assume responsibility for the learning of all students in the cohort Leaders will - organise timetables to facilitate PLC meeting times (F-3) (4-6) -attend all PLC meetings
Success Indicators	Improved scores for the 'School Climate' component of the School Staff Survey - Collective Efficacy (55.9% in 2019) -Teacher collaboration (50.6% in 2019) Improved scores for the 'Teaching and Learning - Planning' component of the School Staff Survey - Time to share pedagogical content knowledge (40.0% in 2019) - Collaborate to plan curriculum(73.3% in 2019)

	Improved scores for the 'Teaching and Learning - Implementation' components of the School Staff Survey - Understand formative assessment (53.3% in 2019) - Understand how to use data (46.7% in 2019) PLC planning documents / data summaries (SPA Markbook if appropriate) and evidence of improvement

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Grade level PLC meetings implemented	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Embed student voice and agency in their own learning so that students have positive school experiences and can act as partners in school improvement. (ESBSP).
Actions	Maintain and refine the current Student Leadership and SRC structure. Further strengthen student leadership opportunities The development of learner agency to be an integral component of the whole school instructional model in reading. By embedding the Readers' Workshop, students will be required to co-construct their reading goals and plan to monitor their progress in achieving them The TPS Assessment Schedule to be redeveloped and should include a stronger emphasis on sharing summative and formative assessment data with students. Student learning growth should be the focus Embed the Visual Literacy Program. Develop students' skills in photography, film making and coding. Program to enable the use of film and image to promote school values and achievements (SWPBS)
Outcomes	Students will - be aware of their learning strengths and needs (summative and formative data to be shared) -co-construct learning goals

	-monitor their learning progress -provide evidence that they have achieved their goals -focus on learning growth Teachers will - share data with their students -focus on learning growth -routinely co-construct learning goals with their students and provide feedback on their progress through reading conferences Leadership will -ensure that student goal setting and feedback practices are represented in planners -provide authentic opportunities for student voice and leadership -provide multiple opportunities for students to contribute to the school and its community
Success Indicators	Processes for the co-construction of reading learning goals documented in the Assessment Schedule and Instructional Model documents Student leaders selected and meet regularly with the School Leadership Student leaders complete school improvement and community involvement projects AToSS and POS data indicates high levels of endorsement for Student Voice and Agency

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School leadership and SRC representatives appointed Leadership traiining ---Student Leaders	☑ Leadership Team ☑ Principal ☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

Student goal setting and feedback practices are fundamental components of the Readers' Workshop model to be implemented.	☑ Leadership Team ☑ Learning Specialist(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Visual Literacy program - external consultant	☑ Principal ☑ School Leadership Team ☑ Student Leadership Coordinator ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$62,000.00 ☑ Equity funding will be used
Co-construction of promotional and support materials for implementation of the SWPBS program	☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
KIS 3 Building communities	Strengthen strategies, such as three–way conferences, that enhance partnerships between parents, staff and students to support improved student achievement, engagement, attendance and wellbeing outcomes (BC).			
Actions	Implement authentic, evidence informed student self evaluation, built around student goal setting and feedback, as a component of the reporting process Students to write a reading self assessment comment to be included in their school reports Provide professional learning so that all teachers understand student involvement in the reporting process			

	Extend the use of three way conferences in Semester 1 to students in grades 1/2 , 3 and 4/5 Launch and monitor the introduction of the SWPBS program for student wellbeing and welfare
Outcomes	Students will - Take a lead role in assessing and providing evidence for their learning growth -take a lead role in reporting on their learning achievements through written evaluations in report documents, portfolios and three way conferences - participate in the SWPBS program Teachers will -work with students in reading conferences to construct reading goals and plan for how they will monitor their improvement - share data with students -expect that students complete evaluative statements for reading to be included in their Semester 1 and 2 reports - prepare students to participate in three way conferences in term1 -conduct three way conferences in tern 1 -participate in the SWPBS program - recognise and reward positive behaviours Leaders will - facilitate three way conferences from year 1 -6 - ensure that reading statements written by students are included in report documents -facilitate the introduction of the SWPBS program
Success Indicators	Students routinely co-construct reading goals with their teachers during reading conferences Students write reading self evaluation comments to be included in their report documents Three way conferences implemented in grade 1/2, 3 and 4/5

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student goal setting in reading	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Student self-evaluation processes	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Three way conferences implemented in grades 1/2, 3 and 4/5	☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$201,000.00	$201,000.00
Additional Equity funding	$110,000.00	$70,000.00
Grand Total	$311,000.00	$271,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Classroom libraries established - guidelines documented - books and other reading materials collected and stored - borrowing procedures documented - classroom libraries resourced - classroom libraries created - categorised and organised	from: Term 1 to: Term 1	☑ Teaching and learning programs and resources	$20,000.00	$20,000.00
Readers' Workshop established as the whole school model for reading instruction - independent reading -reading conferences - small group instruction - guided reading, reciprocal reading , literature circles	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$7,000.00	$7,000.00
Professional learning communities - further refine the functioning of PLCs to include a stronger focus on the use of evidence to plan inquiry	from: Term 1	☑ School-based staffing	$8,000.00	$8,000.00

cycles, determine professional learning needs and evaluate the impact on student learning - Provide planning time for instructional leaders (CRT replacement - 1 hour per week for 4 instructional leaders)	to: Term 4			
Fountas and Pinnell Levelled Literacy Intervention implemented -Resources purchased -0.5 Teacher allocated -Teacher aide allocation -Professional Learning for LLI teacher and aide - Pearson	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$73,000.00	$73,000.00
Professional Learning ACER (PAT R) and Sreams (SPA Platform) delivered (External presenters)	from: Term 1 to: Term 3	☑ Professional development (excluding CRT costs and new FTE)	$6,000.00	$6,000.00
Develop and distribute a resource of Mathematics Common Assessment Tasks and rubrics to be used before units of work to determine each student's point of learning need and after to determine levels of achievement and measure learning growth.	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$2,000.00	$2,000.00
Foundation Literacy Coaching- implement oral language and language experience	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$16,000.00	$16,000.00
School leadership and SRC representatives appointed Leadership traiining ---Student Leaders	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$2,000.00	$2,000.00
Visual Literacy program - external consultant	from: Term 1	☑ Teaching and learning programs and resources	$62,000.00	$62,000.00

	to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Assets		
Co-construction of promotional and support materials for implementation of the SWPBS program	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$5,000.00	$5,000.00
Totals			$201,000.00	$201,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Maths Coaching	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$110,000.00	$70,000.00
Totals			$110,000.00	$70,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Classroom libraries established - guidelines documented - books and other reading materials collected and stored - borrowing procedures documented - classroom libraries resourced - classroom libraries created - categorised and organised	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Literacy Toolkit	☑ On-site
Readers' Workshop established as the whole school model for reading instruction - independent reading -reading conferences - small group instruction - guided reading, reciprocal reading , literature circles	☑ Leadership Team ☑ Learning Specialist(s) ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Literacy Toolkit	☑ On-site
Data Literacy / Assessment Schedule - build the capacity of all teachers to use PAT R reports to inform planning -build the capacity of all	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ External consultants	☑ On-site

teachers to use SPA standard to analyse data and SPA Markbook to design assessment tools and track student learning growth - develop a revised assessment schedule that reflects assessment data collected at each stage of the readers' workshop	☑ PLC Leaders ☑ Teacher(s)				ACER - PAT R Sreams - SPA	
Professional learning communities - further refine the functioning of PLCs to include a stronger focus on the use of evidence to plan inquiry cycles, determine professional learning needs and evaluate the impact on student learning - Provide planning time for instructional leaders (CRT replacement - 1 hour per week for 4 instructional leaders)	☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources PLC Initiative guidelines	☑ On-site
Professional Learning ACER (PAT R) and Sreams (SPA Platform) delivered (External presenters)	☑ Leadership Team ☑ Leading Teacher(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ External consultants ACER Sreams	☑ On-site

Professional learning - linking elements of the Readers' Workshop with opportuntiies for formative assessment	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Redevelop Assessment Schedule - opportunities to collect and use formative data to be incorporated into the schedule as they arise during professional learning to implement the Readers' Workshop. TPS Assessment Schedule (Reading) to be complete by term 3	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Develop and distribute a resource of Mathematics Common Assessment Tasks and rubrics to be used before units of work to determine each student's point of learning need and after to determine levels of	☑ Leading Teacher(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Departmental resources Vic Curriculum Work Samples Numeracy Toolkit	☑ On-site

achievement and measure learning growth.						
Professional Learning to implement all elements of the readers' workshop	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Foundation Literacy Coaching- implement oral language and language experience	☑ Literacy Network Teacher ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise	☑ On-site
Peer observation program. Within and across teams to observe all elements of the readers' workshop - small group instruction and feedback -independent reading (reading engagement) - reading conferences and feedback	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Grade level PLC meetings implemented	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site

Three way conferences implemented in grades 1/2, 3 and 4/5	☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site