

2022 Annual Implementation Plan

for improving student outcomes

Wyndham Park Primary School (5540)



Submitted for review by Laban Toose (School Principal) on 08 February, 2022 at 10:30 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

| | FISO 2.0 Dimensions | Self-evaluation Level |
|-----------------------|--|-----------------------|
| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |
| Assessment | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Evolving |
| | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | |
| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| Engagement | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embedding |
| | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | |

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| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

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| Enter your reflective comments | <p>The self-evaluation process confirmed the outcome of our 2021 School Review where the School Review Panel recommended the following key directions</p> <ul style="list-style-type: none"> • school-wide approach to collection, analysis and use of student data • knowledge and understanding of the Victorian Curriculum • a guaranteed, viable and differentiated curriculum • culture of high expectations • student voice, agency and leadership • Professional Learning Community structures and processes. <p>The recommendations reflect the evolving self-evaluation level for Teaching & Learning and Assessment.</p> |
| Considerations for 2022 | <p>A focus on developing a deep knowledge of G&VC, Victorian Curriculum & Data analysis is the focus on the SIT in term 1 of 2022. With a deeper and consistent understanding of these areas the SIT team will then begin development of staff capacity in term 2 of the remaining staff via curriculum days and week professional development. With the term 1 professional development plan established we will review once the DSSI teaching partners are established. In term 1 they will engage with the 34 PLC team and also support SIT with a focus on preparing for NAPLAN in term 2. Specifically focusing on the question "How are we identifying students in the top 2 bands of year 3 NAPLAN/PAT 130+ mean score and how are we supporting them to remain there in the year 5 NAPLAN assessment.</p> |
| Documents that support this plan | |

SSP Goals Target and KIS

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| Goal 1 | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.ay Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.by Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 Target 2.1 | <p>Improve student outcomes in Literacy and Numeracy.</p> <p>NAPLAN – top two bands</p> <ul style="list-style-type: none"> • increase the percentage of students achieving in the top bands in Year 5 Reading from five per cent in 2019 to 25 per cent in 2024, in Year 5 Writing from nine per cent in 2019 to 25 per cent in 2024 and in Year 5 Numeracy from three per cent in 2019 to 25 per cent in 2024 • increase the percentage of students achieving in the top bands in Year 3 Numeracy from three per cent in 2019 to 25 per cent in 2024. <p>Teacher Judgements - Above Expected Level</p> <ul style="list-style-type: none"> • increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 13 per cent in 2020 to 25 per cent in 2024, in Writing from seven per cent in 2020 to 25 per cent in 2024 and in Number and Algebra from 11 per cent in 2020 to 25 per cent in 2024. <p>Teacher Judgement Growth Year 1 to Year 6, from Semester 1 to Semester 1</p> <ul style="list-style-type: none"> • improve the average percentage of students achieving above expected level in Reading and Viewing from 17 per cent in 2018/2019 to 25 per cent by 2024, in Writing from 19 per cent in 2018/2019 to 25 per cent by 2024 and in Number and Algebra from 17 per cent in 2018/2019 to 25 per cent by 2024. <p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> • reduce the percentage of students achieving below benchmark growth in Reading from 25 per cent in 2019 to 20 per cent in 2024, in Writing from three per cent in 2019 to 25 per cent in 2024 and in Numeracy from 31 per cent in 2019 to 25 per cent in 2024. |
| Key Improvement Strategy 2.ay Curriculum planning and assessment | Develop, implement, and embed a guaranteed and viable curriculum. |
| Key Improvement Strategy 2.by Curriculum planning and assessment | Develop staff capability to collect, analyse and use data effectively to inform teaching and learning. |

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| <p>Key Improvement Strategy 2.cy Curriculum planning and assessment</p> | <p>Build staff knowledge and understanding of the Victorian Curriculum to inform planning, teaching and assessment.</p> |
| <p>Goal 3</p> <p>Target 3.1</p> | <p>Improve student voice and agency in their learning.</p> <p>Attitude to School Survey</p> <ul style="list-style-type: none"> • improve the four-year average positive endorsement for Student voice and agency from 64 per cent in 2020 to 80 per cent in 2024 • improve the four-year average positive endorsement for Sense of Confidence from 71 per cent in 2020 to 90 per cent in 2024. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for Student voice and agency from 89 per cent in 2020 to above 90 per cent in 2024. |
| <p>Key Improvement Strategy 3.ay Empowering students and building school pride</p> <p>Key Improvement Strategy 3.by Empowering students and building school pride</p> | <p>Develop a common understanding of student voice, and agency in learning amongst teachers, students and parents.</p> <p>Activate authentic student voice, and agency in their learning environment.</p> |
| <p>Goal 4</p> | <p>Build a culture of high expectations for all learners.</p> |
| <p>Target 4.1</p> | <p>Attitude to School Survey –</p> <ul style="list-style-type: none"> • improve the four-year average positive endorsement for Self-regulation and goal setting from 84 per cent in 2020 to 90 per cent in 2024 • improve the four-year average positive endorsement for High Expectations for success from 92 per cent in 2020 to 95 per cent in 2024 • improve the four-year average positive endorsement for Stimulating Learning from 79 per cent in 2020 to 90 per cent in 2024. <p>School Staff Survey</p> <ul style="list-style-type: none"> • improve the four-year average positive endorsement for Collective focus on student learning from 89 per cent in 2020 to above 90 per cent in 2024 • improve the four-year average positive endorsement for Discuss problems of practice from 77 per cent in 2020 to 90 per cent in 2024 • improve the four-year average positive endorsement for Professional Learning to improve practice from 86 per cent in 2020 to 90 per cent in 2024. |
| <p>Key Improvement Strategy 4.ay Building practice excellence</p> <p>Key Improvement Strategy 4.by Building practice excellence</p> | <p>Build a culture of high expectations through effective PLC structures and processes.</p> <p>Build the capacity of all staff to provide differentiated instruction in the classroom.</p> |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | Yes | Support for the 2022 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN – top two bands</p> <p>increase the percentage of students achieving in the top bands in Year 5 Reading from 18 per cent in 2021 to 20 per cent in 2022, in Year 5 Writing from nine per cent in 2021 to 15 per cent in 2022 and in Year 5 Numeracy from 5 per cent in 2021 to 15 per cent in 2022</p> <p>Increase the percentage of students achieving in the top bands in Year 3 Numeracy from 16 per cent in 2021 to 20 per cent in 2022.</p> <p>Teacher Judgements - Above Expected Level</p> <p>Increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 12 per cent in 2021 to 15 per cent in 2022, in Writing from 4 per cent in 2021 to 10 per cent in 2022 and in Number and Algebra from 11 per cent in 2021 to 15 per cent in 2022.</p> <p>NAPLAN Benchmark Growth</p> <p>Increase the percentage of students achieving above benchmark growth in Reading from 18 per cent in 2021 to 22 per cent in 2022, in Writing from 13 per cent in 2021 to 20 per cent in 2022 and in Numeracy from 14 per cent in 2021 to 20 per cent in 2022.</p> <p>Attitude to School Survey</p> <p>improve the four-year average positive endorsement for Student voice and agency from 86 per cent in 2021 to 90 per cent in 2022</p> <p>improve the four-year average positive endorsement for Sense of Confidence from 80 per cent in 2021 to 85 per cent in 2022.</p> <p>Parent Opinion Survey</p> <p>improve the positive endorsement for Student voice and agency from 80 per cent in 2021 to above 85 per cent in 2022.</p> |
| <p>Improve student outcomes in Literacy and Numeracy.</p> | Yes | <p>NAPLAN – top two bands</p> <ul style="list-style-type: none"> increase the percentage of students achieving in the top bands in Year 5 Reading from five per cent in 2019 to 25 per cent in 2024, in Year 5 Writing from nine per cent in 2019 to 25 per cent in 2024 and in Year 5 Numeracy from three per cent in 2019 to 25 per cent in 2024 increase the percentage of students achieving in the top bands in Year 3 Numeracy from three per cent in 2019 to 25 per cent in 2024. <p>Teacher Judgements - Above Expected Level</p> | <p>NAPLAN – top two bands</p> <p>increase the percentage of students achieving in the top bands in Year 5 Reading from 18 per cent in 2021 to 20 per cent in 2022, in Year 5 Writing from nine per cent in 2021 to 15 per cent in 2022 and in Year 5 Numeracy from 5 per cent in 2021 to 15 per cent in 2022</p> <p>Increase the percentage of students achieving in the top bands in Year 3 Numeracy from 16 per cent in 2021 to 20 per cent in 2022.</p> <p>Teacher Judgements - Above Expected Level</p> |

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| <p>Improve student voice and agency in their learning.</p> | <p>Yes</p> | <p>Attitude to School Survey</p> <ul style="list-style-type: none"> improve the four-year average positive endorsement for Student voice and agency from 64 per cent in 2020 to 80 per cent in 2024 improve the four-year average positive endorsement for Sense of Confidence from 71 per cent in 2020 to 90 per cent in 2024. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> improve the positive endorsement for Student voice and agency from 89 per cent in 2020 to above 90 per cent in 2024. | <p>Attitude to School Survey</p> <p>improve the four-year average positive endorsement for Student voice and agency from 86 per cent in 2021 to 90 per cent in 2022</p> <p>improve the four-year average positive endorsement for Sense of Confidence from 80 per cent in 2021 to 85 per cent in 2022.</p> <p>Parent Opinion Survey</p> <p>improve the positive endorsement for Student voice and agency from 80 per cent in 2021 to above 85 per cent in 2022.</p> |
| <p>Build a culture of high expectations for all learners.</p> | <p>No</p> | <p>Attitude to School Survey –</p> <ul style="list-style-type: none"> improve the four-year average positive endorsement for Self-regulation and goal setting from 84 per cent in 2020 to 90 per cent in 2024 improve the four-year average positive endorsement for High Expectations for success from 92 per cent in 2020 to 95 per cent in 2024 improve the four-year average positive endorsement for Stimulating Learning from 79 per cent in 2020 to 90 per cent in 2024. <p>School Staff Survey</p> <ul style="list-style-type: none"> improve the four-year average positive endorsement for Collective focus on student learning from 89 per cent in 2020 to above 90 per cent in 2024 | |

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| 12 Month Target 1.1 | <p>NAPLAN – top two bands</p> <p>increase the percentage of students achieving in the top bands in Year 5 Reading from 18 per cent in 2021 to 20 per cent in 2022, in Year 5 Writing from nine per cent in 2021 to 15 per cent in 2022 and in Year 5 Numeracy from 5 per cent in 2021 to 15 per cent in 2022</p> <p>Increase the percentage of students achieving in the top bands in Year 3 Numeracy from 16 per cent in 2021 to 20 per cent in 2022.</p> <p>Teacher Judgements - Above Expected Level</p> <p>Increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 12 per cent in 2021 to 15 per cent in 2022, in Writing from 4 per cent in 2021 to 10 per cent in 2022 and in Number and Algebra from 11 per cent in 2021 to 15 per cent in 2022.</p> <p>NAPLAN Benchmark Growth</p> <p>Increase the percentage of students achieving above benchmark growth in Reading from 18 per cent in 2021 to 22 per cent in 2022, in Writing from 13 per cent in 2021 to 20 per cent in 2022 and in Numeracy from 14 per cent in 2021 to 20 per cent in 2022.</p> <p>Attitude to School Survey</p> <p>improve the four-year average positive endorsement for Student voice and agency from 86 per cent in 2021 to 90 per cent in 2022</p> <p>improve the four-year average positive endorsement for Sense of Confidence from 80 per cent in 2021 to 85 per cent in 2022.</p> <p>Parent Opinion Survey</p> <p>improve the positive endorsement for Student voice and agency from 80 per cent in 2021 to above 85 per cent in 2022.</p> | | |
| Key Improvement Strategies | | | Is this KIS selected for focus this year? |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | Yes |
| KIS 2 Priority 2022 Dimension | 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 | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022. | | |

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| <p>diagnosis of issues requiring particular attention.</p> <p>Goal 2</p> <p>12 Month Target 2.1</p> <p>Key Improvement Strategies</p> | <p>Improve student outcomes in Literacy and Numeracy.</p> <p>NAPLAN – top two bands</p> <p>increase the percentage of students achieving in the top bands in Year 5 Reading from 18 per cent in 2021 to 20 per cent in 2022, in Year 5 Writing from nine per cent in 2021 to 15 per cent in 2022 and in Year 5 Numeracy from 5 per cent in 2021 to 15 per cent in 2022</p> <p>Increase the percentage of students achieving in the top bands in Year 3 Numeracy from 16 per cent in 2021 to 20 per cent in 2022.</p> <p>Teacher Judgements - Above Expected Level</p> <p>Increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 12 per cent in 2021 to 15 per cent in 2022, in Writing from 4 per cent in 2021 to 10 per cent in 2022 and in Number and Algebra from 11 per cent in 2021 to 15 per cent in 2022.</p> <p>NAPLAN Benchmark Growth</p> <p>Increase the percentage of students achieving above benchmark growth in Reading from 18 per cent in 2021 to 22 per cent in 2022, in Writing from 13 per cent in 2021 to 20 per cent in 2022 and in Numeracy from 14 per cent in 2021 to 20 per cent in 2022.</p> | <p>Is this KIS selected for focus this year?</p> |
| <p>KIS 1 Curriculum planning and assessment</p> <p>KIS 2 Curriculum planning and assessment</p> <p>KIS 3 Curriculum planning and assessment</p> | <p>Develop, implement, and embed a guaranteed and viable curriculum.</p> <p>Develop staff capability to collect, analyse and use data effectively to inform teaching and learning.</p> <p>Build staff knowledge and understanding of the Victorian Curriculum to inform planning, teaching and assessment.</p> | <p>Yes</p> <p>Yes</p> <p>Yes</p> |
| <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>Goal 3</p> | <p>An analysis of the school's NAPLAN and school-based benchmarking data identified a low proportion of Year 5 students achieving in the top two bands in Literacy and Numeracy. Additionally, the school's Panorama Report indicated low benchmark growth in all areas of NAPLAN. Development and implementation of a G&VC, Development of staff capability to collect, analyse and use data effectively, and the development of knowledge and understanding of the VIC curriculum were therefore identified as areas requiring focus for the first AIP of the School Strategic Plan. The SIT team felt strongly that development of their shared understanding to ensure consistency was a key first step.</p> <p>Improve student voice and agency in their learning.</p> | |
| <p>12 Month Target 3.1</p> | <p>Attitude to School Survey</p> <p>improve the four-year average positive endorsement for Student voice and agency from 86 per cent in 2021 to 90 per cent in 2022</p> <p>improve the four-year average positive endorsement for Sense of Confidence from 80 per cent in 2021 to 85 per cent in 2022.</p> <p>Parent Opinion Survey</p> <p>improve the positive endorsement for Student voice and agency from 80 per cent in 2021 to above 85 per cent in 2022.</p> | |
| <p>Key Improvement Strategies</p> | <p>Is this KIS selected for focus this year?</p> | |

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| <p>KIS 1 Empowering students and building school pride</p> | <p>Develop a common understanding of student voice, and agency in learning amongst teachers, students and parents.</p> | <p>Yes</p> |
| <p>KIS 2 Empowering students and building school pride</p> | <p>Activate authentic student voice, and agency in their learning environment.</p> | <p>No</p> |
| <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>An analysis of the school's assessment against FISO in Positive Climate for Learning identified student ownership of and engagement in their learning as areas for further development. Teacher, student and parent understanding of student voice, agency and leadership were therefore identified as areas requiring focus as the first step/ AIP of teh Strategic Plan</p> | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| 12 Month Target 1.1 | <p>NAPLAN – top two bands</p> <p>increase the percentage of students achieving in the top bands in Year 5 Reading from 18 per cent in 2021 to 20 per cent in 2022, in Year 5 Writing from nine per cent in 2021 to 15 per cent in 2022 and in Year 5 Numeracy from 5 per cent in 2021 to 15 per cent in 2022</p> <p>Increase the percentage of students achieving in the top bands in Year 3 Numeracy from 16 per cent in 2021 to 20 per cent in 2022.</p> <p>Teacher Judgements - Above Expected Level</p> <p>Increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 12 per cent in 2021 to 15 per cent in 2022, in Writing from 4 per cent in 2021 to 10 per cent in 2022 and in Number and Algebra from 11 per cent in 2021 to 15 per cent in 2022.</p> <p>NAPLAN Benchmark Growth</p> <p>Increase the percentage of students achieving above benchmark growth in Reading from 18 per cent in 2021 to 22 per cent in 2022, in Writing from 13 per cent in 2021 to 20 per cent in 2022 and in Numeracy from 14 per cent in 2021 to 20 per cent in 2022.</p> <p>Attitude to School Survey</p> <p>improve the four-year average positive endorsement for Student voice and agency from 86 per cent in 2021 to 90 per cent in 2022</p> <p>improve the four-year average positive endorsement for Sense of Confidence from 80 per cent in 2021 to 85 per cent in 2022.</p> <p>Parent Opinion Survey</p> <p>improve the positive endorsement for Student voice and agency from 80 per cent in 2021 to above 85 per cent in 2022.</p> |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Strengthen leader, teacher and tutor collaboration in diagnosing student learning point of need and monitoring of student growth in short cycles |
| Outcomes | <p>Students will.....</p> <ol style="list-style-type: none"> 1. Receive targeted support differentiated to their point of need. <p>Teachers/tutors will....</p> <ol style="list-style-type: none"> 1. Meet regularly at agreed times to collaborate, share curriculum and review student assessment data 2. Use data from formative assessments to engage in regular conversation about student learning, including developing new learning goals for Students and identifying students for TLI support 4. Maintain an accurate record of student data in the TLI assessment tracking tool (spreadsheet) <p>Leaders will....</p> <ol style="list-style-type: none"> 1. Provide teachers and tutors with the resources to collaborate, including structures for data and curriculum sharing, and formal meeting times 2. Support teaching staff to build differentiation practices 3. Express high expectations about the differentiated support being provided and the need for ongoing monitoring of student learning |

| Success Indicators | <p>Early Indicators</p> <ol style="list-style-type: none"> Notes recorded during learning walks and observations of small group intervention and teacher/tutor collaboration Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/teacher collaboration time and tutor planning time timetabled Curriculum documentation shows evidence of planning for learning at individual students' point of need <p>Late indicators</p> <ol style="list-style-type: none"> Longer term assessment data recorded in the TLI assessment tracking tool (spreadsheet) Staff Survey positive increase in responses for factors Discussion of problems of practice; Timetabled meetings to support collaboration Monitoring of effective use of data; Use of evidence to inform teaching practice | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| TLI assessment tracking spreadsheet developed and updated, containing ongoing records of student achievement | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Tutors to identify and access TLI professional learning that supports their identified needs | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule time for teachers and tutors to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Participation in the 2nd year of the Pilot for Mental Health and Wellbeing Coordinator (MHAC) role in Primary Schools Program | | | |

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| Outcomes | <p>Students will....</p> <ul style="list-style-type: none"> - feel supported within an inclusive classroom, as enhanced by the Mental Health and Well-being coordinator - will be identified if deemed 'at risk' of MH&W issues and receive targeted support in a timely manner - access clear internal and external pathways for referrals as required to ensure mental health assessment and interventions <p>Teachers will...</p> <ul style="list-style-type: none"> - understand the role of the MHWC - understand how inclusive strategies enhance student outcomes - begin to implement evidence-based mental health strategies <p>Leaders will...</p> <ul style="list-style-type: none"> - understand the role and its place within the school's existing wellbeing structures - develop clear pathways to identify 'at risk' students for support - align with existing whole school approaches to mental health and well-being supports for students and the school community | | | |
| Success Indicators | <p>Early Indicators</p> <ol style="list-style-type: none"> 1. Mental Health vocabulary displayed prominently throughout the school 2. Lesson plans demonstrate consideration of student Mental Health & Wellbeing needs when developing social skills lessons to teach expected behaviours 3. Use of Mental Health Continuum language evident in peer observations <p>Late Indicators</p> <ol style="list-style-type: none"> 1. Successful completion of Professional learning focused on Student Mental Health & Wellbeing 2. MHAWC actively engaged with students as identified via referral pathways | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Review/Create clear internal and external pathways for referrals for primary school students identified as requiring further mental health assessment and intervention | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Proactively work with and support regional staff, school wellbeing and leadership teams, teachers, parents/carers and other external agencies to coordinate targeted mental health support for primary school students | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 12 Month Target 2.1 | Improve student outcomes in Literacy and Numeracy. NAPLAN – top two bands increase the percentage of students achieving in the top bands in Year 5 Reading from 18 per cent in 2021 to 20 per cent in 2022, in Year 5 Writing from nine per cent in 2021 to 15 per cent in 2022 and in Year 5 Numeracy from 5 per cent in 2021 to 15 per cent in 2022 | | | |

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| | <p>Increase the percentage of students achieving in the top bands in Year 3 Numeracy from 16 per cent in 2021 to 20 per cent in 2022.</p> <p>Teacher Judgements - Above Expected Level</p> <p>Increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 12 per cent in 2021 to 15 per cent in 2022, in Writing from 4 per cent in 2021 to 10 per cent in 2022 and in Number and Algebra from 11 per cent in 2021 to 15 per cent in 2022.</p> <p>NAPLAN Benchmark Growth</p> <p>Increase the percentage of students achieving above benchmark growth in Reading from 18 per cent in 2021 to 22 per cent in 2022, in Writing from 13 per cent in 2021 to 20 per cent in 2022 and in Numeracy from 14 per cent in 2021 to 20 per cent in 2022.</p> | | | |
| KIS 1 Curriculum planning and assessment | Develop, implement, and embed a guaranteed and viable curriculum. | | | |
| Actions | <ol style="list-style-type: none"> 1. Develop and implement a strategic professional learning plan to build SIT members knowledge of a GVC and Victorian Curriculum (& EAL Continuum) 2. Develop and implement a professional learning plan to support teacher knowledge of the WPPS G&VC | | | |
| Outcomes | <p>Students will...</p> <ol style="list-style-type: none"> 1. Know and articulate the Learning Intention & Success Criteria 2. Understand what it means to be an effective Wyndham Park PS Learner <p>Teachers will...</p> <ol style="list-style-type: none"> 1. Understand the purpose & features of a G&VC 2. Know how a G&VC informs and drives curriculum planning <p>Leaders will...</p> <ol style="list-style-type: none"> 1. Develop a shared and deep understanding of a G&VC 2. Create a plan to establish a WPPS G&VC | | | |
| Success Indicators | <p>Early indicators:</p> <ol style="list-style-type: none"> 1. Curriculum documentation will show plans for differentiation 2. Minutes from PLC meetings will show plans to support individual students' learning needs 3. Minutes from PLC planning days 4. Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. 5. Activities from staff Professional Learning and Term 2 Curriculum day <p>Late indicators:</p> <ol style="list-style-type: none"> 1. Victorian Curriculum teacher judgements will show growth in learning and greater consistency with NAPLAN outcomes 2. Staff Opinion Survey Data SS instructional leadership, collective efficacy maintained or increased 3. AtoSS factors: stimulated learning, advocate at school | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Establish the plan for SIT learning on SIT planning day for the following term | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage a knowledgeable other to establish a common understanding of a G&VC | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit what the school currently has in place in relation to the G&VC | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continuing the G&VC learning via /professional learning/professional reading informed by the knowledgeable other | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Use a protocol to monitor progress and determine next steps | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish the plan for teacher learning on SIT planning day for the following term | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Publish the professional learning schedule for staff | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate PLT time to deep dive into the curriculum | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Whole School PL on GVC | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| KIS 2 Curriculum planning and assessment | Develop staff capability to collect, analyse and use data effectively to inform teaching and learning. |
| Actions | <ol style="list-style-type: none"> 1. Implement and strengthen PLCs with a focus on strengthening data literacy 2. Establish peer observation, coaching practices and/or personalised protocols/plans focusing on use of data to inform planning decisions. |
| Outcomes | <p>Students will...</p> <ol style="list-style-type: none"> 1. use evidence to identify their strengths and next steps for learning 2. understand the purpose of assessment (for teachers and students) <p>Teachers will...</p> <ol style="list-style-type: none"> 1. develop a shared and deep understanding of formative and summative assessment practices aligned with Vic Curriculum. 2. use formative and summative data to plan, monitor and assess teaching and learning <p>Leaders will...</p> <ol style="list-style-type: none"> 1. understand highly effective assessment practices and their purpose aligned to VIC Curriculum in English and Mathematics 2. facilitate the development of teachers' knowledge and skills of assessment practices aligned with Vic Curriculum. |

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| Success Indicators | <p>Early Indicators</p> <ol style="list-style-type: none"> 1. Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth 2. Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data 3. Feedback and minutes from the first 20 days of PLC (relaunch) reflect refreshed teacher knowledge of the PLC process <p>Late Indicators</p> <ol style="list-style-type: none"> 1. Data Portal tracking student learning growth 2. ZPD evident in planners 3. Staff Survey positive increase in responses for factors 4. Discussion of problems of practice 5. Timetabled meetings to support collaboration 6. Monitoring effectiveness using data 7. Use of evidence to inform teaching practice |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|--|----------------------------------|--|
| SIT team to work together in Term One to prepare the culture and teachers for Peer Coaching, Coaching Practices and/or Personalised protocols. | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT to organise staff meeting Professional Learning sessions that focus on: 1. define and describe this action to staff - 'peer observation, coaching practices and/or personalised protocols/plans' 2. Why this has been packaged together - 'peer observation, coaching practices and/or personalised protocols/plans' 3. How these approaches support us as learners 4. What are the features of each approach 5. How will the approach used by the teacher be decided What documents could teachers use to support the effectiveness of each approach 6. How will teacher's knowledge of the 'Outcomes' related to this action will be intentionally developed so that teachers can choose a goal to focus on when using 'peer observation, coaching practices and/or personalised protocols/plans'. 7. How teachers move from establishing a goal related to the KIS/Outcomes to selecting an approach to support learning and actions (peer observation, coaching practices and/or personalised protocols/plans 8. How will the impact of the approach used be monitored and measured | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC to be allocated one hour a week to work together to develop their leadership skills with leading collaborative teams and implementing the Inquiry Cycle. The first meeting of each term, the PLC leaders to use the Maturity matrix (focus on area of Data used to inform collaborative improvement and evaluate impact on learning) to identify where things are at and where to next – this includes actions the team will take and how they will measure/monitor growth. | <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PCO team to develop Action Plan for 2022 on how to support the work of the PLC cycle. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC leaders to develop a Pacing guide each term that includes how cycle will be implemented (finished 2nd last week of each Term). | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement 20 days of PLC implementation plan | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC Leaders to be allocated one ½ day of planning each term | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 3 Curriculum planning and assessment | Build staff knowledge and understanding of the Victorian Curriculum to inform planning, teaching and assessment. | | | |
| Actions | 1. Develop and implement a professional learning plan to build SIT members knowledge of G&VC and Victorian Curriculum (& EAL Continuum) 2. Develop high level curriculum planning processes and documentation to support middle leaders (alignment of all planning processes, pre planning, planning days, post planning days, PLCs) | | | |

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| Outcomes | <p>Students will...</p> <ol style="list-style-type: none"> 1. know when & why their learning has been differentiated. 2. know and articulate their learning goals <p>Teachers will...</p> <ol style="list-style-type: none"> 1. develop an understanding of how the Victorian Curriculum & EAL Continuum aligns with planning, teaching and assessment 2. deepen their understanding of the Victorian Curriculum & EAL Continuum to support differentiation and goal setting <p>Leaders will...</p> <ol style="list-style-type: none"> 1. develop a shared and deep understanding of the Victorian Curriculum & EAL Continuum 2. develop our capacity to use and implement the Victorian Curriculum & EAL Continuum in differentiation and goal setting |
| Success Indicators | <p>Early indicators:</p> <ol style="list-style-type: none"> 1. Minutes from SIT planning days (week 9 each term) 2. Minutes from weekly SIT meetings reflecting learning focus 3. Curriculum documentation will show plans for differentiation. 4. Minutes from PLC meetings will show plans to support individual students' learning needs. <p>Late indicators:</p> <ol style="list-style-type: none"> 1. Victorian Curriculum teacher judgements will show growth in learning and greater consistency with NAPLAN outcomes 2. Staff Opinion Survey Data SS instructional leadership, collective efficacy maintained or increased 3. AtoSS factors: stimulated learning, advocate at school |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|--|----------------------------------|--|
| SIT to research our own PL (Bastow, consultant, network school & professional readings) | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT team to analyse literacy or numeracy VIC curriculum and how to use it for differentiation and goal setting. | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Network with schools to see how they are using the VIC Curriculum in planning. | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Include VIC curriculum as a rolling agenda in SIT meetings | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| By the end of Term 1 and 2 SIT would have planned PL for staff. | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Introduce planning guidelines/ expectations to teachers (for feedback and further suggestions). | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate Team Planning Days. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT to review Planning Days each term – what worked well, what needs to be strengthened. | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| 1 SIT meeting per term, discuss how the school is going with addressing the issue of teachers planning separate curriculum areas. | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT to develop action planning for 2023 – where school is at and what needs to be a focus for 2023. | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 4 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Goal 3 | Improve student voice and agency in their learning. |
| 12 Month Target 3.1 | Attitude to School Survey improve the four-year average positive endorsement for Student voice and agency from 86 per cent in 2021 to 90 per cent in 2022 improve the four-year average positive endorsement for Sense of Confidence from 80 per cent in 2021 to 85 per cent in 2022. Parent Opinion Survey improve the positive endorsement for Student voice and agency from 80 per cent in 2021 to above 85 per cent in 2022. |
| KIS 1 Empowering students and building school pride | Develop a common understanding of student voice, and agency in learning amongst teachers, students and parents. |
| Actions | 1. Establish peer observation and coaching practices and protocols focusing on GANAG– Generalise 2. Develop a framework for ‘What is a WPPS learner?’ incorporating SV&A |
| Outcomes | Students will... 1. collaborate with their teacher on their individual learning goals 2. be able to articulate their understanding of the Generalise element of GANAG and their role in it Teachers will... 1. understand how to effectively utilise Student Voice & Agency in developing student learning goals 2. enhance their skill in implementation of the ‘Generalise’ section of GANAG Leaders will... 1. understand and model the alignment of our Instructional Model and Student Voice & Agency 2. support our Parents & school community, to understand the relationship between student voice and agency & positive learning outcomes |

| Success Indicators | <p>Early indicators</p> <ol style="list-style-type: none"> 1. Observations of changes to classroom practices 2. Students engagement in Personal learning goal setting 3. Student feedback on differentiation, the GANAG instructional model, and use of common strategies for the "Generalise" stage 4. Classroom observations and learning walks demonstrating use of strategies from professional learning <p>Late indicators</p> <ol style="list-style-type: none"> 1. Students, staff and parent perception survey results 2. Progress against Individual Education Plans | | | |
|---|---|--|----------------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| SIT team to work together in Term One to prepare the culture and teachers for Peer Coaching, Coaching Practices and/or Personalised protocols. | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT to organise staff meeting Professional Learning sessions that focus on: 1. To define and describe this action to staff - 'peer observation, coaching practices and/or personalised protocols/plans' 2. mWhy this has been packaged together - 'peer observation, coaching practices and/or personalised protocols/plans' 3. How these approaches support us as learners 4. What are the features of each approach 5. How will the approach used by the teacher be decided What documents could teachers use to support the effectiveness of each approach 6. How will teacher's knowledge of the 'Outcomes' related to this action will be intentionally developed so that teachers can choose a goal to focus on when using 'peer observation, coaching practices and/or personalised protocols/plans'. 7. How teachers move from establishing a goal related to the KIS/Outcomes to selecting an approach to support learning and actions (peer observation, coaching practices and/or personalised protocols/plans 8. How will the impact of the approach used be monitored and measured | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop key questions around what a WPPS learner ideally is | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Gather SVA data to inform framework | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PL - Teacher agency around supporting SVA and the development of WPPS learners | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Sharing of finalised WPPS learner framework to be implemented for 2023 | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 4 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input 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 | \$1,104,576.60 | \$20,000.00 | \$1,084,576.60 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$1,104,576.60 | \$20,000.00 | \$1,084,576.60 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|--|--------------------|
| Engage a knowledgeable other to establish a common understanding of a G&VC | \$20,000.00 |
| Totals | \$20,000.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|--|
| Engage a knowledgeable other to establish a common understanding of a G&VC | from: Term 1 to: Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Totals | | \$20,000.00 | |

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---|--------------|
| Leading Teacher 1 | \$119,575.00 |
| Leding Teacher 2 | \$119,575.00 |
| Assistant Principal | \$129,242.00 |
| EAL teacher (EFT 0.5 | \$54,497.00 |
| LLI Teacher (EFT 0.5) | \$54,497.00 |
| Behaviour and Social Intervention Teacher (0.4 EFT) | \$37,085.00 |
| Mental Health& Wellbeing Coordinator (EFT .02) | \$21,798.00 |
| Information Communication Technology (1301) | \$20,000.00 |
| Leasing (1327) | \$141,000.00 |
| ESL bilingual Program (4150) | \$2,000.00 |
| Literacy Resources (4151) | \$32,000.00 |
| Numeracy Resources (4450) | \$7,000.00 |
| Library Resources (4801) | \$12,750.00 |
| Inquiry (4926) | \$10,000.00 |
| Integration (5101) | \$5,000.00 |
| Student Welfare (5201) | \$17,000.00 |
| SWPBS (5250) | \$7,000.00 |
| Transition Programs | \$2,000.00 |
| Karen Learning Club | \$2,000.00 |
| Uniform support | \$1,000.00 |
| Student Leadership Program | \$1,400.00 |
| Wellbeing (5350) | \$10,000.00 |
| Professional Development (7010) | \$15,000.00 |
| Speech Pathologist services (7010) | \$99,000.00 |
| Leadership team Professional Development (7062) | \$10,000.00 |
| Berry Street Education Model (7063) | \$15,000.00 |
| Curriculum Consultancy (7063) | \$10,000.00 |
| Canberra Camp (8301) | \$20,000.00 |
| excursions (8401) | \$15,000.00 |
| CRT relief for PD (8652) | \$20,000.00 |
| Community Hub (8750) | \$4,000.00 |

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| Whole school events (8756) | \$8,000.00 |
| Breakfast Club (9355) | \$2,000.00 |
| Student Resources (9356) | \$25,000.00 |
| subscriptions & affiliations (9356) | \$27,500.00 |
| Totals | \$1,076,919.00 |

Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Leading Teacher 1 | from: Term 1 to: Term 4 | \$119,575.00 | <input checked="" type="checkbox"/> School-based staffing |
| Leding Teacher 2 | from: Term 1 to: Term 4 | \$119,575.00 | <input checked="" type="checkbox"/> School-based staffing |
| Assistant Principal | from: Term 1 to: Term 4 | \$129,242.00 | <input checked="" type="checkbox"/> School-based staffing |
| EAL teacher (EFT 0.5) | from: Term 1 to: Term 4 | \$54,497.00 | <input checked="" type="checkbox"/> School-based staffing |
| LLI Teacher (EFT 0.5) | from: Term 1 to: Term 4 | \$54,497.00 | <input checked="" type="checkbox"/> School-based staffing |
| Behaviour and Social Intervention Teacher (0.4 EFT) | from: Term 1 to: Term 4 | \$37,085.00 | <input checked="" type="checkbox"/> School-based staffing |
| Mental Health& Wellbeing Coordinator (EFT .02) | from: Term 1 to: Term 4 | \$21,798.00 | <input checked="" type="checkbox"/> School-based staffing |
| Information Communication Technology (1301) | from: Term 1 to: Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> Assets |
| Leasing (1327) | from: Term 1 | \$141,000.00 | <input checked="" type="checkbox"/> Assets |

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|------------------------------|----------------------------------|-------------|--|
| | to: Term 4 | | |
| ESL bilingual Program (4150) | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Literacy Resources (4151) | from: Term 1 to: Term 4 | \$32,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Numeracy Resources (4450) | from: Term 1 to: Term 4 | \$7,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Library Resources (4801) | from: Term 1 to: Term 4 | \$12,750.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Inquiry (4926) | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Integration (5101) | from: Term 1 to: Term 4 | \$5,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Student Welfare (5201) | from: Term 1 to: Term 4 | \$17,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| SWPBS (5250) | from: Term 1 to: Term 4 | \$7,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Transition Programs | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Karen Learning Club | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Uniform support | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> Support services |

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| Student Leadership Program | from: Term 1 to: Term 4 | \$1,400.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Wellbeing (5350) | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Professional Development (7010) | from: Term 1 to: Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Speech Pathologist services (7010) | from: Term 1 to: Term 4 | \$99,000.00 | <input checked="" type="checkbox"/> Support services |
| Leadership team Professional Development (7062) | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Berry Street Education Model (7063) | from: Term 1 to: Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Curriculum Consultancy (7063) | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Canberra Camp (8301) | from: Term 4 to: Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| excursions (8401) | from: Term 1 to: Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| CRT relief for PD (8652) | from: Term 1 to: Term 4 | \$20,000.00 | |
| Community Hub (8750) | from: Term 1 to: Term 4 | \$4,000.00 | <input checked="" type="checkbox"/> Support services |
| Whole school events (8756) | from: Term 1 to: Term 4 | | <input checked="" type="checkbox"/> Teaching and learning programs and resources |

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|-------------------------------------|----------------------------------|-------------|--|
| Breakfast Club (9355) | from: Term 1 to: Term 4 | \$2,000.00 | |
| Student Resources (9356) | from: Term 1 to: Term 4 | \$25,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| subscriptions & affiliations (9356) | from: Term 1 to: Term 4 | \$27,500.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | | |

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Leading Teacher 1 | from: Term 1 to: Term 4 | | |
| Leding Teacher 2 | from: Term 1 to: Term 4 | | |
| Assistant Principal | from: Term 1 to: Term 4 | | |
| EAL teacher (EFT 0.5) | from: Term 1 to: Term 4 | | |
| LLI Teacher (EFT 0.5) | from: Term 1 to: Term 4 | | |
| Behaviour and Social Intervention Teacher (0.4 EFT) | from: Term 1 to: Term 4 | | |
| Mental Health& Wellbeing Coordinator (EFT .02) | from: Term 1 to: Term 4 | | |
| Information Communication Technology (1301) | from: Term 1 | | |

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| | to: Term 4 | | |
| Leasing (1327) | from: Term 1 to: Term 4 | | |
| ESL bilingual Program (4150) | from: Term 1 to: Term 4 | | |
| Literacy Resources (4151) | from: Term 1 to: Term 4 | | |
| Numeracy Resources (4450) | from: Term 1 to: Term 4 | | |
| Library Resources (4801) | from: Term 1 to: Term 4 | | |
| Inquiry (4926) | from: Term 1 to: Term 4 | | |
| Integration (5101) | from: Term 1 to: Term 4 | | |
| Student Welfare (5201) | from: Term 1 to: Term 4 | | |
| SWPBS (5250) | from: Term 1 to: Term 4 | | |
| Transition Programs | from: Term 1 to: Term 4 | | |
| Karen Learning Club | from: Term 1 to: Term 4 | | |

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| Uniform support | from: Term 1 to: Term 4 | | |
| Student Leadership Program | from: Term 1 to: Term 4 | | |
| Wellbeing (5350) | from: Term 1 to: Term 4 | | |
| Professional Development (7010) | from: Term 1 to: Term 4 | | |
| Speech Pathologist services (7010) | from: Term 1 to: Term 4 | | |
| Leadership team Professional Development (7062) | from: Term 1 to: Term 4 | | |
| Berry Street Education Model (7063) | from: Term 1 to: Term 4 | | |
| Curriculum Consultancy (7063) | from: Term 1 to: Term 4 | | |
| Canberra Camp (8301) | from: Term 4 to: Term 4 | | |
| excursions (8401) | from: Term 1 to: Term 4 | | |
| CRT relief for PD (8652) | from: Term 1 to: Term 4 | | |
| Community Hub (8750) | from: Term 1 to: Term 4 | | |

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| Whole school events (8756) | from: Term 1 to: Term 4 | | |
| Breakfast Club (9355) | from: Term 1 to: Term 4 | | |
| Student Resources (9356) | from: Term 1 to: Term 4 | | |
| subscriptions & affiliations (9356) | from: Term 1 to: Term 4 | | |
| Totals | | | |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Leading Teacher 1 | from: Term 1 to: Term 4 | | |
| Leding Teacher 2 | from: Term 1 to: Term 4 | | |
| Assistant Principal | from: Term 1 to: Term 4 | | |
| EAL teacher (EFT 0.5) | from: Term 1 to: Term 4 | | |
| LLI Teacher (EFT 0.5) | from: Term 1 to: Term 4 | | |
| Behaviour and Social Intervention Teacher (0.4 EFT) | from: Term 1 to: Term 4 | | |
| Mental Health& Wellbeing Coordinator (EFT .02) | from: Term 1 | | |

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| | to: Term 4 | | |
| Information Communication Technology (1301) | from: Term 1 to: Term 4 | | |
| Leasing (1327) | from: Term 1 to: Term 4 | | |
| ESL bilingual Program (4150) | from: Term 1 to: Term 4 | | |
| Literacy Resources (4151) | from: Term 1 to: Term 4 | | |
| Numeracy Resources (4450) | from: Term 1 to: Term 4 | | |
| Library Resources (4801) | from: Term 1 to: Term 4 | | |
| Inquiry (4926) | from: Term 1 to: Term 4 | | |
| Integration (5101) | from: Term 1 to: Term 4 | | |
| Student Welfare (5201) | from: Term 1 to: Term 4 | | |
| SWPBS (5250) | from: Term 1 to: Term 4 | | |
| Transition Programs | from: Term 1 to: Term 4 | | |

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| Karen Learning Club | from: Term 1 to: Term 4 | | |
| Uniform support | from: Term 1 to: Term 4 | | |
| Student Leadership Program | from: Term 1 to: Term 4 | | |
| Wellbeing (5350) | from: Term 1 to: Term 4 | | |
| Professional Development (7010) | from: Term 1 to: Term 4 | | |
| Speech Pathologist services (7010) | from: Term 1 to: Term 4 | | |
| Leadership team Professional Development (7062) | from: Term 1 to: Term 4 | | |
| Berry Street Education Model (7063) | from: Term 1 to: Term 4 | | |
| Curriculum Consultancy (7063) | from: Term 1 to: Term 4 | | |
| Canberra Camp (8301) | from: Term 4 to: Term 4 | | |
| excursions (8401) | from: Term 1 to: Term 4 | | |
| CRT relief for PD (8652) | from: Term 1 to: Term 4 | | |

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|-------------------------------------|----------------------------------|--|--|
| Community Hub (8750) | from: Term 1 to: Term 4 | | |
| Whole school events (8756) | from: Term 1 to: Term 4 | | |
| Breakfast Club (9355) | from: Term 1 to: Term 4 | | |
| Student Resources (9356) | from: Term 1 to: Term 4 | | |
| subscriptions & affiliations (9356) | from: Term 1 to: Term 4 | | |
| Totals | | | |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------|---|---|---|---|
| Establish the plan for SIT learning on SIT planning day for the following term | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Engage a knowledgeable other to establish a common understanding of a G&VC | <input checked="" type="checkbox"/> Assistant Principal <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"/> Curriculum development | <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants TBD <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Audit what the school currently has in place in relation to the G&VC | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Continuing the G&VC learning via /professional learning/professional reading informed by the knowledgeable other | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Use a protocol to monitor progress and determine next steps | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Establish the plan for teacher learning on SIT planning day for the following term | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Allocate PLT time to deep dive into the curriculum | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Whole School PL on GVC | <input checked="" type="checkbox"/> School Improvement Team | from: Term 2 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |

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| | | to: Term 4 | | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Learning Specialist | |
| SIT team to work together in Term One to prepare the culture and teachers for Peer Coaching, Coaching Practices and/or Personalised protocols. | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| SIT to organise staff meeting Professional Learning sessions that focus on: 1. define and describe this action to staff - 'peer observation, coaching practices and/or personalised protocols/plans' 2. Why this has been packaged together - 'peer observation, coaching practices and/or personalised protocols/plans' 3. How these approaches support us as learners 4. What are the features of each approach 5. How will the approach used by the teacher be decided What documents could teachers use to support the effectiveness of each approach 6. How will teacher's knowledge of the 'Outcomes' related to this action will be intentionally developed so that teachers can choose a goal to focus on when using 'peer observation, coaching practices and/or personalised protocols/plans'. 7. How teachers move from establishing a goal related to the KIS/Outcomes to selecting an approach to support learning and actions (peer observation, coaching practices and/or personalised protocols/plans) 8. How will the impact of the approach used be monitored and measured | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| PLC to be allocated one hour a week to work together to develop their leadership skills with leading collaborative teams and implementing the Inquiry Cycle. The first meeting of each term, the PLC leaders to use the Maturity matrix (focus on area of Data used to inform collaborative improvement and evaluate impact on learning) to identify where things are at and where to next – this includes actions the team will take and how they will measure/monitor growth. | <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| PCO team to develop Action Plan for 2022 on how to support the work of the PLC cycle. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| SIT to research our own PL (Bastow, consultant, network school & professional readings) | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

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| | | to: Term 4 | <input checked="" type="checkbox"/> Individualised Reflection | | | |
| SIT team to analyse literacy or numeracy VIC curriculum and how to use it for differentiation and goal setting. | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Network with schools to see how they are using the VIC Curriculum in planning. | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> Off-site Visiting other schools |
| By the end of Term 1 and 2 SIT would have planned PL for staff. | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| SIT team to work together in Term One to prepare the culture and teachers for Peer Coaching, Coaching Practices and/or Personalised protocols. | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| SIT to organise staff meeting Professional Learning sessions that focus on: 1. To define and describe this action to staff - 'peer observation, coaching practices and/or personalised protocols/plans' 2. mWhy this has been packaged together - 'peer observation, coaching practices and/or personalised protocols/plans' 3. How these approaches support us as learners 4. What are the features of each approach 5. How will the approach used by the teacher be decided What documents could teachers use to support the effectiveness of each approach 6. How will teacher's knowledge of the 'Outcomes' related to this action will be intentionally developed so that teachers can choose a goal to focus on when using 'peer observation, coaching practices and/or personalised protocols/plans'. 7. How teachers move from establishing a goal related to the KIS/Outcomes to selecting an approach to support learning and actions (peer | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

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| <p>observation, coaching practices and/or personalised protocols/plans</p> <p>8. How will the impact of the approach used be monitored and measured</p> | | | | | | |
| <p>PL - Teacher agency around supporting SVA and the development of WPPS learners</p> | <p><input checked="" type="checkbox"/> School Improvement Team</p> | <p>from: Term 1 to: Term 4</p> | <p><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback</p> | <p><input checked="" type="checkbox"/> PLC/PLT Meeting</p> | <p><input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist</p> | <p><input checked="" type="checkbox"/> On-site</p> |
| <p>Sharing of finalised WPPS learner framework to be implemented for 2023</p> | <p><input checked="" type="checkbox"/> School Improvement Team</p> | <p>from: Term 4 to: Term 4</p> | <p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback</p> | <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p> | <p><input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist</p> | <p><input checked="" type="checkbox"/> On-site</p> |