2021 Annual Implementation Plan

for improving student outcomes

Weeden Heights Primary School (5157)

Submitted for review by Kylie Campbell (School Principal) on 10 February, 2021 at 12:44 PM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 10 February, 2021 at 12:45 PM
Endorsed by Karen Jansen (School Council President) on 25 February, 2021 at 09:57 AM

Self-evaluation Summary - 2021

	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
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding

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

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

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

| Enter your reflective comments | 2020 has been an extremely challenging year with Remote Learning.   The focus during this time was to deliver the curriculum with rigor while exploring new ways to deliver the contents.

Teachers took extensive time to develop on line instructional videos to support students learning and shared these amongst their team. Video conferencing through the Google Classroom platform developed extensively. During remote learning V2, teachers began each day with a meeting then conducted small group reading sessions across the week and eventually mathematics. Each child attended these small group sessions.

The small group sessions were the teaching sessions and where teachers were able to track and monitor progress.
Teachers continued to use 'I can' statements to track learning and even implemented some online testing during this period of time.
Lessons were implemented with learning intentions and success criteria and students evaluated their progress. LI and SC were evident through the class slides (PowerPoint) and available in the instructional video. |
|---|---|

	Initially staff were having daily contact which was used to problem solve and trouble shoot ICT issues along with managing updates. This also was held in conjunction with the regular meeting schedule. Whole school teams continued to meet and they were able to complete a modified version of their action plan. These were all held on line in a video conference which significantly slows up the work of teams. The PLC merged to a whole school focus (to support three new graduate teachers) however being completed on line with the whole staff slowed everything down. The inquiry was also supported by a curriculum day in term 2 on inferential comprehension. Extensive curriculum days to prepare for remote learning were used extremely wisely. While used for planning, the staff also presented their best instructional video to the staff to receive feedback.

Considerations for 2021	• Creating structures with minimal movement
	          - Allowing staff to travel with their students to the next grade
	          - Maintaining teachers in their teams
	          - Linking graduates with strong mentors as 2021
	          - Reconnecting cohorts of students
	          - Maintaining small class sizes across the whole school
	• Return to the school's priorities and structures
	• Forming pictures of students learning that are far more accurate
	• Awareness of student and staff wellbeing
	• Most likely following new COVID practices around and within the school

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To maximise high learning growth in literacy for all students
Target 2.1	By 2023, the percentage of students in Year 5 in the top two bands in NAPLAN: • Reading will be increased from 49% (average 2016-19) to 55% • Writing will be increased from 14% to (average 2016-2019) to 30%. By 2023, the percentage of students across the school achieving above the expected level in teacher judgements: • Reading and Viewing will be increased from 63% (2019) to 70% • Writing will be be increased from 39% (2019) to 50%.

Target 2.2	By 2023, the percentage of students achieving relative low growth in Year 5 NAPLAN • Reading will be decreased from 29% (average 2016-19) to 20% • Writing will be decreased from 27% (average 2016-19) to 15%. By 2023, the percentage of students across the school achieving below the expected level in teacher judgements: • Reading and Viewing will be decreased from 6% (2019) to 4% • Writing will be decreased from 10% (2019) to 8%.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to maximise student reading results with a particular focus on comprehension
Key Improvement Strategy 2.b Evaluating impact on learning	Building teacher capacity to improve student writing results by embedding a differentiated teaching approach
Key Improvement Strategy 2.c Evaluating impact on learning	Improve teacher data and assessment literacy
Goal 3	Improve numeracy outcomes for all students
Target 3.1	By 2023, the percentage of students in Year 5 in the top two bands in NAPLAN Mathematics will be increased from 44% (average 2016-19) to 60%.

Target 3.2	By 2023, the percentage of students achieving relative low growth in Year 5 NAPLAN Mathematics will be decreased from 34% (average 2016-19) to 20 %.
Target 3.3	By 2023, the percentage of students achieving above the expected level in Mathematics according to teacher judgements in all strands will be at least 60% **Strands** **% of student achieving** **above the expected level in 2019** Measurement and Geometry 50 Number and Algebra 54 Statistics and Probability 46
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity in understanding the learning continuum in all strands of Mathematics
Key Improvement Strategy 3.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 3.c Curriculum planning and assessment	To investigate mechanisms for extending and enriching students understanding of Mathematics
Goal 4	Students to take greater responsibility for their learning and become independent and self-regulating learners

Target 4.1	By 2023, increase the percentage of positive responses in the planned learning differentiated activities category in the Staff Opinion Survey from 89% (2019) to 93%.
Target 4.2	By 2023, increase the percentage of positive responses in the Effective Teaching category in the Parent Opinion Survey from 80% (2018) to 90%.
Target 4.3	By 2023, increase the percentage of positive responses in the Student Agency and Voice category in the Parent Opinion Survey from 85% (2018) to 90%.
Target 4.4	By 2023, maintain the percentage of positive responses in the student Attitudes to School Survey in the following areas: • Student voice and agency • Self-regulation and goal setting • Differentiated learning challenge • Learning confidence By 2023, the school will improve student attendance by reducing student absences and remain below the state average. (2019 average days absent was 10.3 days).
Key Improvement Strategy 4.a Building leadership teams	To develop common language and understanding of student voice and agency across the whole school community

Key Improvement Strategy 4.b Intellectual engagement and self-awareness	To provide regular opportunities for student agency in classroom programs
Key Improvement Strategy 4.c Empowering students and building school pride	To build student ownership of authentic learning goals.

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	To continue to maximise high learning growth in literacy for all students.
To maximise high learning growth in literacy for all students	Yes	By 2023, the percentage of students in Year 5 in the top two bands in NAPLAN: • Reading will be increased from 49% (average 2016-19) to 55% • Writing will be increased from 14% to (average 2016-2019) to 30%. By 2023, the percentage of students across the school achieving above the expected level in teacher judgements: • Reading and Viewing will be increased from 63% (2019) to 70% • Writing will be increased from 39% (2019) to 50%.	The students achieving above the expected level in teacher judgement; * reading and viewing from 63% to 65% * writing from 39% to 42%

		By 2023, the percentage of students achieving relative low growth in Year 5 NAPLAN • Reading will be decreased from 29% (average 2016-19) to 20% • Writing will be decreased from 27% (average 2016-19) to 15%. By 2023, the percentage of students across the school achieving below the expected level in teacher judgements: • Reading and Viewing will be decreased from 6% (2019) to 4% • Writing will be decreased from 10% (2019) to 8%.	The percentage of students achieving below the expected level in teacher judgements: * reading and viewing will decrease from 6% to 5% * writing will decrease from10% to 9%
Improve numeracy outcomes for all students	No	By 2023, the percentage of students in Year 5 in the top two bands in NAPLAN Mathematics will be increased from 44% (average 2016-19) to 60%.	
		By 2023, the percentage of students achieving relative low growth in Year 5 NAPLAN Mathematics will be decreased from 34% (average 2016-19) to 20 %.	

		By 2023, the percentage of students achieving above the expected level in Mathematics according to teacher judgements in all strands will be at least 60%	

Strands   % of student achieving

**   above the expected level in 2019**

Measurement and Geometry   50

Number and
Algebra   54

Statistics and Probability   46

Students to take greater responsibility for their learning and become independent and self-regulating learners	No	By 2023, increase the percentage of positive responses in the planned learning differentiated activities category in the Staff Opinion Survey from 89% (2019) to 93%.	
		By 2023, increase the percentage of positive responses in the Effective Teaching category in the Parent Opinion Survey from 80% (2018) to 90%.	

		By 2023, increase the percentage of positive responses in the Student Agency and Voice category in the Parent Opinion Survey from 85% (2018) to 90%.	
		By 2023, maintain the percentage of positive responses in the student Attitudes to School Survey in the following areas: • Student voice and agency • Self-regulation and goal setting • Differentiated learning challenge • Learning confidence By 2023, the school will improve student attendance by reducing student absences and remain below the state average. (2019 average days absent was 10.3 days).	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To continue to maximise high learning growth in literacy for all students.
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Goal 2	To maximise high learning growth in literacy for all students	
12 Month Target 2.1	The students achieving above the expected level in teacher judgement; * reading and viewing from 63% to 65% * writing from 39% to 42%	
12 Month Target 2.2	The percentage of students achieving below the expected level in teacher judgements: * reading and viewing will decrease from 6% to 5% * writing will decrease from10% to 9%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to maximise student reading results with a particular focus on comprehension	Yes
KIS 2	Building teacher capacity to improve student writing results by embedding a differentiated teaching approach	No

Evaluating impact on learning		
KIS 3 Evaluating impact on learning	Improve teacher data and assessment literacy	No
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.	From the data looked at to date (assessments and teacher judgements), all students have continued to show learning growth at the end of 2020. Teacher judgements have indicated that every child has achieved at least 6 months growth, with most students achieving 12 months growth in the year. Remote learning has allowed students to continue their reading growth however, the school would have expected greater growth and if teachers had more evidence, then reading results may have presented differently. Work completed to achieve this goal will ensure that we continue working towards the achievement of goals on the current Strategic Plan along with supporting goal 0.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To continue to maximise high learning growth in literacy for all students.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	To embed PLC structures into teacher planning to strengthen teacher collaboration and the focus on differentiation particularly in the key curriculum areas of Mathematics and English; reading and viewing and writing. To establish a small group tutor (learning support) program across the school to target students who require additional support after remote learning.
Outcomes	STUDENTS will: * be able to articulate their learning goals in reading, writing and numeracy * participate, if needed, in targeted academic support through groupings and the learning support program * discuss their learning strategies in their academic discussions/conferences * track their progress in reading, writing and numeracy through academic discussions and 'I can' statements * use 'I can' statements to assist in establishing their individual learning goals TEACHERS will: * implement the school's instructional models to ensure that there is a targeted focus group in each lesson * provide opportunities in daily lessons for students to work at their level using differentiated resources * ensure that all students have learning goals in English and Mathematics * implement the assessment schedule to develop IEP's and update data walls * track student achievement through 'I can' statements and use this data source in their PLC * support the tutor/learning support program through ongoing planning and communication with the tutor LEADERS (including Literacy & Numeracy Leader & Sub-School Co-ordinators) will: * implement the assessment schedule to gain an accurate profile of each student's learning * identify students who require extra support as a result of remote learning

	* design an effective model for the implementation of the tutoring program * identify success indicators for the tutoring program
Success Indicators	* documentation of the teachers formative assessment and teacher judgement data * teacher records of direct teaching groups * assessment schedule data tracking spread sheet * updated data walls to indicate student progress * work programs indicating student differentiated groups * documented support program of the tutor

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Tutor Support Program * identify students who require extra support through benchmarking based on 2020 end of year data * design a model to provide the best support required for the needs of the students at the school. The model also needs to flexible to adapt to the changing needs of the students * develop a timetable to implement the learning support model	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$31,059.00 ☐ Equity funding will be used
Benchmarking Assessment * update the assessment schedule with changes * update the school data tracking spreadsheet with 2020 Nov benchmarking results * update data walls with 2020 teacher judgements * provide all staff with a profile of their 2021 class based on 2020 data * complete student handovers (Dec 2020) * team planning to incorporate a PLC based on student cohort data	☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Instructional Models	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

* review instructional models and non- negotiables with staff on the first curriculum day * Induction program to highlight instructional models * review tracking and monitoring of students in explicit teaching groups * reiterate expectations for school wide tracking and monitoring				to: Term 1	☐ Equity funding will be used
Peer Coaching and Observation * support sub-school planning with data * challenge sub-school leaders and teams during PLC * co-ordinate teacher goals and observations through the peer coaching program * schedule regular peer observations to improve teaching and achievement of personal goals	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assessment and Tracking * implement moderated tasks across the grades * regularly include data through a PLC model in planning meetings	☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	To strengthen and reinforce the school's wellbeing program and whole school transition program. To assist staff in monitoring and supporting students through the re employment of a Wellbeing Officer (after losing Chaplaincy Funding).
Outcomes	STUDENTS will: * identify and seek support and guidance when required * participate in the whole school transition program which includes, the 'bucket filling' approach and development of a learning community * have strong relationships with their peers * be connected to the relevant services when required including sessions and support with the school appointed wellbeing officer or

allied health or mental health services

TEACHERS will:
* implement the whole school transition program; Bright Beginnings which includes relationship strengthening activities with their peers
* ensure that there are clear classroom expectations and re-establish learning conditions and classroom routines to support learning
* implement the 40 minute wellbeing session weekly
* work with the newly recruited wellbeing officer to implement wellbeing sessions

LEADERS (including Literacy & Numeracy Leader & Sub-School Co-ordinators) will:
* strengthen engagement with external agencies
* structure a program across the school with the Wellbeing Officer to support students, staff and families
* strengthen the teachers and families common understandings of the whole school approach to wellbeing

Success Indicators	* PIVOT benchmarking data used to identify students who require further monitoring - pre and post testing information * completion of the 2 week start up program, Bright Beginnings, with teacher observations * data on students requiring support from the wellbeing officer, their teacher or referral to an external health professional * appointment of a Wellbeing Officer through allocating/directing budget funds or fundraising to manage the program * teacher reporting of concerns to the Wellbeing Officer			
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Appointment of a Wellbeing Officer * recruitment of a staff member or find an outsourced provider * develop a clear role statement outline the work to be completed in the classroom, one on one with students and how to support in the wider community * inform staff of referral process to see the Wellbeing Officer	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$20,300.00 ☐ Equity funding will be used
Implementation of the Bright Beginnings Whole School Transition Program * review of the Wellbeing Folders allocated to classrooms * Wellbeing Co-ordinator to provide support through PL * all staff to implement the published Bright Beginnings program	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

over the first two weeks of school * all classrooms to establish and display their conditions to optimise learning * all classrooms to have their reward systems visually displayed in the classrooms				
Implementation of the PIVOT survey * Assessment and Reporting co-ordinator to set up the survey as per assessment schedule * implementation of the survey across the school * team analyses pre testing results and adapts wellbeing program to cater for any needs or understandings that need to be developed	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$724.50 ☐ Equity funding will be used
Implementation of the documented Wellbeing Program (including Respectful Relationships) * all grades to have a timetabled 40 minute wellbeing session per week * implementation of the whole school scope and sequence document which also incorporates Respectful Relationships * participate in professional learning provided in the meeting schedule	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Ensure that the benefits of digital learning platforms continue to be available to all students. Strengthen and embed the school-wide approach to communication with parents and families
Outcomes	STUDENTS will: * all students will continue to be connected to online resources and learning opportunities * feel connected to their school through regular communication with parents and attendance at school

	TEACHERS will: * be confident in integrating the new digital technologies into their classroom programs * continue to develop strong relationships with parents and students LEADERS (including Literacy & Numeracy Leader & Sub-School Co-ordinators) will: * prioritise time for staff to communicate and build relationships with parents * ensure that the community is welcomed in the school and fell as though they belong and are seen				
Success Indicators	* positive results on the school surveys - Parent Opinion, Attitudes to School, PIVOT * attendance at the start of year interviews and social events * teacher check-ins with students about the perceptions and interests in digital learning tasks * student attendance data				

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Trialling digital portfolios for years 3 - 6 in the Google Classroom * Senior Sub- School to discuss the setting up/layout of the portfolio * all senior and specialists are given access to the Google Classrooms * ongoing professional learning to maintain the portfolios * structured sessions to support students to file work in the portfolios * continue to build the capacity of staff to develop online learning tools	☑ Sub School Leader/s	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Further integration of digital technologies through the classroom programs * review instructional videos developed in the remote classroom and implement so that students are accessing two focussed teacher groups in the literacy and numeracy block * continue to build the library of instructional videos * teachers to continue to build online tools into lessons to better cater for the needs of individuals	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,663.00 ☐ Equity funding will be used

* explore how online tools can assist in differentiation within the classroom * use online tools to support those students accessing extra support through the tutoring program * add to technologies at school to further complement the programs * implement online assessment tools (Accelerus, Essential Assessment, PAT, PIVOT)				
Communication with parents and support to develop a sense of belonging * conduct the Family Fun Night, new parents/families gathering * implement the Prep and New Family Social Night * continue with the online newsletter with translator * continue with newly introduced communication app, School Stream * continue to offer Students Support Group meetings and parent and teacher interviews online to maximise participation * offer the parent helpers workshops on line	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,310.00 ☐ Equity funding will be used
Communication with the wider community- Transition team * investigate how to interact with the wider community to promote the school and cater for the future needs of the school * promotion of the school through parent forums, attendance at kinder meetings * update promotional materials, Welcome Packs & prospective family packs * update content on the website for current and prospective families along with the wider community * allow for further participation in meetings eg health professionals to be involved in SSG's and the transition program	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☐ Equity funding will be used

Goal 2	To maximise high learning growth in literacy for all students
12 Month Target 2.1	The students achieving above the expected level in teacher judgement; * reading and viewing from 63% to 65% * writing from 39% to 42%
12 Month Target 2.2	The percentage of students achieving below the expected level in teacher judgements: * reading and viewing will decrease from 6% to 5% * writing will decrease from10% to 9%
KIS 1 Building practice excellence	Build teacher capacity to maximise student reading results with a particular focus on comprehension
Actions	* To build on from the work of the 2020 whole school PLC where a scope and sequence to develop inferencing skills was constructed. The teachers from Prep to Year 6 will trial the implementations levels of questioning within the reading block.
Outcomes	STUDENTS will: * make use of I can statements to track their ability to inference when reading * prioritise inferencing when creating learning goals for reading * maintain a reading log with reflections TEACHERS will: * consistently implement the agreed instructional model * use the agreed levels of questions with all students during whole class focus and direct teaching * support students to access the relevant I can statements linked to the scope and sequence so that they can track their learning LEADERS will: * incorporate the inferencing scope and sequence into the weekly planning from Prep - Year 6
Success Indicators	* teacher judgement data and formative assessment as outlined in the assessment schedule * improved Naplan results in the area of inferencing in comparison to 2019 results * classroom observations by peers and the learning specialist * teachers term planners and daily work programs will highlight inferencing and the focus on the levels of questions.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching and Mentoring Program * Focus on the explicit teaching of the levels of inferencing and the incorporation of the levels of questioning * Lead learning walks with the SIT team as evidence of implementation of further need for professional learning	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Planning for Explicit Teaching * Ensure that the teaching of inferencing is ongoing and evident in weekly planning	☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PLC - English/Literacy Team * publish the work of the 2020 PLC so that every teacher has access to the Inferencing Scope and Sequence in their WHPS Instructional Model folders * ongoing investigation into the implementation of the six levels of questioning scope and sequence * provide/organise further professional learning on inferencing	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$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	$0.00	$0.00
Additional Equity funding	$0.00	$0.00
Grand Total	$0.00	$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation of the Bright Beginnings Whole School Transition Program * review of the Wellbeing Folders allocated to classrooms * Wellbeing Co-ordinator to provide support through PL * all staff to implement the published Bright Beginnings program over the first two weeks of school * all classrooms to establish and display their conditions to optimise learning * all classrooms to have their reward systems visually displayed in the classrooms	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Professional Practice Day	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implementation of the PIVOT survey * Assessment and Reporting co-ordinator to set up the survey as per assessment schedule * implementation of the survey across the school * team analyses pre testing	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

results and adapts wellbeing program to cater for any needs or understandings that need to be developed						
Implementation of the documented Wellbeing Program (including Respectful Relationships) * all grades to have a timetabled 40 minute wellbeing session per week * implementation of the whole school scope and sequence document which also incorporates Respectful Relationships * participate in professional learning provided in the meeting schedule	☑ All Staff	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Trialling digital portfolios for years 3 - 6 in the Google Classroom * Senior Sub- School to discuss the setting up/layout of the portfolio * all senior and specialists are given access to the Google Classrooms * ongoing professional learning to maintain the portfolios * structured sessions to	☑ Sub School Leader/s	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

support students to file work in the portfolios * continue to build the capacity of staff to develop online learning tools						
PLC - English/Literacy Team * publish the work of the 2020 PLC so that every teacher has access to the Inferencing Scope and Sequence in their WHPS Instructional Model folders * ongoing investigation into the implementation of the six levels of questioning scope and sequence * provide/organise further professional learning on inferencing	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Pedagogical Model	☑ On-site