

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

Weeden Heights Primary School (5157)



Submitted for review by Kylie Campbell (School Principal) on 20 December, 2022 at 09:43 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 11 January, 2023 at 11:13 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

|                       | 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   | Excelling             |
|                       | 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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.   | Embedding             |
|                       | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities   |                       |

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| <b>Leadership</b> | 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                              |           |

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| <b>Engagement</b> | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Embedding |
|                   | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                    |           |

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| <b>Support</b> | 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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| <b>Enter your reflective comments</b> | <p><i>2022 has continued to be an extremely challenging year for Weeden Heights PS and all schools. The school has been plagued with staffing and student absences across the whole year which have impacted on the delivery of the learning outcomes, implementing the curriculum and the wellbeing of the whole school community. However, we are thankful for being back onsite with conditions and restrictions which have allowed us to work effectively at school and continuing to implement many new strategies that have been built on and developed through remote learning.</i></p> <p><i>The school is particularly proud of the work that began in 2021 on the Curriculum Reading and Viewing Continuum concluded in 2022.</i></p> |
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|  | <p><i>The finalised document is now being implemented throughout school teams and individual classrooms. The staff were involved in the core work through professional learning, whole school meetings and PLC team meetings. There has also been significant support and guidance provided by the Learning Specialist to the teams, facilitating the workshops and ensuring that the document is consistent. The document is now fully moderated, has been checked P – 6 for through-lines and is located in the WHPS Instructional Model handbooks which house other curriculum scope and sequence documents.</i></p> <p><i>PLC's were refined through a strong model developed by the SIT team in 2021 based on the needs of our teams at Weeden Heights PS. There was a common agreement on protocols, implementation of the improvement cycle and documentation of the inquiry, based on student data. Enhancing the skills of staff with regard to data interpretation has also been incorporated through the PLC approach. Extensive work by staff focussed on analysing the needs of the cohorts based on benchmarking data which included PAT analysis and common student misconceptions.</i></p> <p><i>The students produced excellent NAPLAN results and survey measures have continued to be outstanding.</i></p>   |
| <p><b>Considerations for 2023</b></p>          | <p><i>2023 is the final year of the current Strategic Plan and the school will go through a school review in term 4. While continuing to set challenging goals and targets, significant time will be dedicated to ensure that the school meets all of the Child Safety requirements as a part of the VQRA and that policies up to date. Extensive time will also be given to consulting with staff, parents and students to assess the effectiveness of the Strategic Plan.</i></p> <p><i>2023 will continue to provide challenges for all schools in the current environment. The following considerations are in place for 2023:</i></p> <ul style="list-style-type: none"> <li><i>* Creating structures within the school to manage students emotions and feelings in uncertain times and maintain a strong social/emotional component to the wellbeing curriculum</i></li> <li><i>* Greater awareness of the staff and student wellbeing</i></li> <li><i>* Strengthening of the PLC processes within the school</i></li> <li><i>* Managing new staff, in particular graduates, and ensuring that they understand the instructional approaches at Weeden Heights PS through induction and professional learning</i></li> <li><i>* Implementing the assessment schedule and analysing data extensively with the new reading continuum in particular, to ensure that individuals are catered for and rigorous learning goals are set to achieve growth</i></li> <li><i>* A strong focus on driving the Mathematics learning across the school to improve student learning and growth data</i></li> <li><i>* Review and implement the tutor program to ensure that the selection of students/participants continues to be based on data and to drive student learning improvement further. Sharper analysis of data will identify students suitable for the program and tracking their understandings and achievements closely to allow greater flexibility with more students accessing tutoring.</i></li> </ul> |
| <p><b>Documents that support this plan</b></p> |   |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>   | <p><b>2023 Priorities Goal</b><br/>           In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>  |
| <b>Target 1.1</b>   | <p><b>Support for the 2023 Priorities</b></p>  |
| <p><b>Key Improvement Strategy 1.a</b><br/>           Priority 2023 Dimension</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>  |
| <p><b>Key Improvement Strategy 1.b</b><br/>           Priority 2023 Dimension</p> | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>   |
| <b>Goal 2</b>   | <p><b>To maximise high learning growth in literacy for all students</b></p>  |
| <b>Target 2.1</b>   | <p>By 2023, the percentage of students in Year 5 in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading will be increased from 49% (average 2016-19) to 55%</li> <li>• Writing will be increased from 14% to (average 2016-2019) to 30%.</li> </ul> <p>By 2023, the percentage of students across the school achieving above the expected level in teacher judgements:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing will be increased from 63% (2019) to 70%</li> <li>• Writing will be increased from 39% (2019) to 50%.</li> </ul> |
| <b>Target 2.2</b>   | <p>By 2023, the percentage of students achieving relative low growth in Year 5 NAPLAN</p> <ul style="list-style-type: none"> <li>• Reading will be decreased from 29% (average 2016-19) to 20%</li> </ul>  |

|  | <ul style="list-style-type: none"> <li>• Writing will be decreased from 27% (average 2016-19) to 15%.</li> </ul> <p>By 2023, the percentage of students across the school achieving below the expected level in teacher judgements:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing will be decreased from 6% (2019) to 4%</li> <li>• Writing will be decreased from 10% (2019) to 8%.</li> </ul> |                |                               |  |  |
|--|--|----------------|-------------------------------|--|--|
| <b>Key Improvement Strategy 2.a</b><br>Building practice excellence  | Build teacher capacity to maximise student reading results with a particular focus on comprehension  |                |                               |  |  |
| <b>Key Improvement Strategy 2.b</b><br>Evaluating impact on learning | Building teacher capacity to improve student writing results by embedding a differentiated teaching approach   |                |                               |  |  |
| <b>Key Improvement Strategy 2.c</b><br>Evaluating impact on learning | Improve teacher data and assessment literacy   |                |                               |  |  |
| <b>Goal 3</b>  | Improve numeracy outcomes for all students   |                |                               |  |  |
| <b>Target 3.1</b>  | 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%.  |                |                               |  |  |
| <b>Target 3.2</b>  | 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 %.   |                |                               |  |  |
| <b>Target 3.3</b>  | 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%  |                |                               |  |  |
|  | <table border="1"> <thead> <tr> <th><b>Strands</b></th> <th><b>% of student achieving</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>   | <b>Strands</b> | <b>% of student achieving</b> |  |  |
| <b>Strands</b>   | <b>% of student achieving</b>  |                |                               |  |  |
|  |  |                |                               |  |  |

|   |  |                          |    |                    |    |                            |    |
|---|--|--------------------------|----|--------------------|----|----------------------------|----|
|   | <b>above the expected level in 2019</b>  |                          |    |                    |    |                            |    |
|   | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Measurement and Geometry</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Number and Algebra</td> <td style="text-align: right;">54</td> </tr> <tr> <td>Statistics and Probability</td> <td style="text-align: right;">46</td> </tr> </table> | Measurement and Geometry | 50 | Number and Algebra | 54 | Statistics and Probability | 46 |
| Measurement and Geometry  | 50   |                          |    |                    |    |                            |    |
| Number and Algebra  | 54   |                          |    |                    |    |                            |    |
| Statistics and Probability  | 46   |                          |    |                    |    |                            |    |
| <b>Key Improvement Strategy 3.a</b><br>Building practice excellence       | Build teacher capacity in understanding the learning continuum in all strands of Mathematics   |                          |    |                    |    |                            |    |
| <b>Key Improvement Strategy 3.b</b><br>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  |                          |    |                    |    |                            |    |
| <b>Key Improvement Strategy 3.c</b><br>Curriculum planning and assessment | To investigate mechanisms for extending and enriching students understanding of Mathematics  |                          |    |                    |    |                            |    |
| <b>Goal 4</b>   | Students to take greater responsibility for their learning and become independent and self-regulating learners   |                          |    |                    |    |                            |    |
| <b>Target 4.1</b>   | 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%.  |                          |    |                    |    |                            |    |
| <b>Target 4.2</b>   | By 2023, increase the percentage of positive responses in the Effective Teaching category in the Parent Opinion Survey from 80% (2018) to 90%.   |                          |    |                    |    |                            |    |
| <b>Target 4.3</b>   | 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%.   |                          |    |                    |    |                            |    |

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| <p><b>Target 4.4</b></p>   | <p>By 2023, maintain the percentage of positive responses in the student Attitudes to School Survey in the following areas:</p> <ul style="list-style-type: none"> <li>• Student voice and agency</li> <li>• Self-regulation and goal setting</li> <li>• Differentiated learning challenge</li> <li>• Learning confidence</li> </ul> <p>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).</p> |
| <p><b>Key Improvement Strategy 4.a</b><br/>Building leadership teams</p>                     | <p>To develop common language and understanding of student voice and agency across the whole school community</p>  |
| <p><b>Key Improvement Strategy 4.b</b><br/>Intellectual engagement and self-awareness</p>    | <p>To provide regular opportunities for student agency in classroom programs</p>   |
| <p><b>Key Improvement Strategy 4.c</b><br/>Empowering students and building school pride</p> | <p>To build student ownership of authentic learning goals.</p>   |



## Select Annual Goals and KIS

| Four Year Strategic Goals  | Is this selected for focus this year? | Four Year Strategic Targets     | 12 month target  |
|--|---------------------------------------|---------------------------------|--|
| <p><b>2023 Priorities Goal</b><br/>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes                                   | Support for the 2023 Priorities | <p><b>Learning Priority 12 Month Target</b></p> <p>Increase the overall percentage to 60% of students performing above the expected level in Mathematics according to teacher judgements in all strands. (Strategic Plan goal)</p> <p><i>2022 End of year results:</i></p> <ul style="list-style-type: none"> <li>* Measurement &amp; Geometry- 56%</li> <li>* Number &amp; Algebra- 51%</li> <li>* Statistics and Probability-54%</li> </ul> <p>Maintain the percentage of students in the top two bands in NAPLAN Mathematics (Strategic Plan goal 60% of year 5's in the top two bands)</p> <ul style="list-style-type: none"> <li>* 2022 End of year result: Year 5 -67%</li> <li>* Target - 60%</li> <li>* 2022 End of year result: Year 3 82%</li> <li>* Target - 85%</li> </ul> <p>Decrease the percentage of student achieving relative low growth in Year 5 NAPLAN Mathematics to 20% (Strategic Plan goal)</p> <ul style="list-style-type: none"> <li>* 2022 End of year result – 25%</li> </ul> |

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|  |  |  | <p>* <i>2023 Target – maintain 25%</i></p> <p>Increase the overall percentage to 70% of students performing above the expected level in Reading and Viewing according to teacher judgements in all strands. (Strategic Plan goal)</p> <p>* <i>Strategic Plan Target -70%</i><br/> * <i>2022 End of year result - 66%</i><br/> * <i>2023 Target -70%</i></p> <p>Maintain the percentage of students performing in the top two bands in NAPLAN Year 5 Reading and Viewing</p> <p>* <i>Strategic Plan Target - 55%</i><br/> * <i>2022 End of year result - 66%</i><br/> * <i>2023 Target - 66%</i></p> <p>Maintain the percentage of students achieving relative low growth in Year 5 NAPLAN in Reading and Viewing at 20% (SP target)</p> <p>* <i>Strategic Plan Target - 20%</i><br/> * <i>2022 End of year result- 8%</i><br/> * <i>2023 Target - 20%</i></p> <p>Maintain the percentage of students across the school achieving below the expected level in teacher judgements for Reading and Viewing.</p> <p>* <i>Strategic Plan Target - 4%</i><br/> * <i>2022 End of year result - 2%</i><br/> * <i>2023 Target - 2%</i></p> |
|--|--|--|---|

|   |    |  |   |
|---|----|--|---|
|   |    |  | <p><b>Wellbeing Priority 12 Month Target</b></p> <p><i>Increase the positive responses of the Attitudes to School Survey (AtoSS) factor 'Teacher Concern' from 94% to 96%.</i></p> <p><i>Increase the positive responses of the Attitudes to School Survey (AtoSS) factor 'Respect for Diversity' from 80% to 88%</i></p> <p><i>Increase the proportion of students assessed by the teacher as working above the expected level in the Personal and Social capabilities from 18% to 20%</i></p> |
| To maximise high learning growth in literacy for all students | No | <p>By 2023, the percentage of students in Year 5 in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading will be increased from 49% (average 2016-19) to 55%</li> <li>• Writing will be increased from 14% to (average 2016-2019) to 30%.</li> </ul> <p>By 2023, the percentage of students across the school achieving above the expected level in teacher judgements:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing will be increased from 63% (2019) to 70%</li> <li>• Writing will be increased from 39% (2019) to 50%.</li> </ul> |   |

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| 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%.   |  |
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|  |    | 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%   |  |

|  |    | <b>Strands achieving</b>  | <b>% of student above the expected level in 2019</b> |
|--|----|---|--|
|  |    | 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: <ul style="list-style-type: none"> <li>• Student voice and agency</li> </ul> |  |

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|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Self-regulation and goal setting</li> <li>• Differentiated learning challenge</li> <li>• Learning confidence</li> </ul> <p>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).</p> |  |
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| <b>Goal 1</b>              | <p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>  |
| <b>12 Month Target 1.1</b> | <p><b>Learning Priority 12 Month Target</b></p> <p>Increase the overall percentage to 60% of students performing above the expected level in Mathematics according to teacher judgements in all strands. (Strategic Plan goal)</p> <p>2022 End of year results</p> <ul style="list-style-type: none"> <li>* Measurement &amp; Geometry- 56%</li> <li>* Number &amp; Algebra- 51%</li> <li>* Statistics and Probability-54%</li> </ul> <p>Maintain the percentage of students in the top two bands in NAPLAN Mathematics (Strategic Plan goal 60% of year 5's in the top two bands)</p> <ul style="list-style-type: none"> <li>* 2022 End of year result: Year 5 -67%</li> <li>* Target - 60%</li> <li>* 2022 End of year result: Year 3 82%</li> <li>* Target - 85%</li> </ul> <p>Decrease the percentage of student achieving relative low growth in Year 5 NAPLAN Mathematics to 20% (Strategic Plan goal)</p> <ul style="list-style-type: none"> <li>* 2022 End of year result – 25%</li> </ul> |

\* 2023 Target – maintain 25%

Increase the overall percentage to 70% of students performing above the expected level in Reading and Viewing according to teacher judgements in all strands. (Strategic Plan goal)

\* Strategic Plan Target -70%

\* 2022 End of year result - 66%

\* 2023 Target -70%

Maintain the percentage of students performing in the top two bands in NAPLAN Year 5 Reading and Viewing

\* Strategic Plan Target - 55%

\* 2022 End of year result - 66%

\* 2023 Target - 66%

Maintain the percentage of students achieving relative low growth in Year 5 NAPLAN in Reading and Viewing at 20% (SP target)

\* Strategic Plan Target - 20%

\* 2022 End of year result- 8%

\* 2023 Target - 20%

Maintain the percentage of students across the school achieving below the expected level in teacher judgements for Reading and Viewing.

\* Strategic Plan Target - 4%

\* 2022 End of year result - 2%

\* 2023 Target - 2%

### **Wellbeing Priority 12 Month Target**

Increase the positive responses of the Attitudes to School Survey (AtoSS) factor 'Teacher Concern' from 94% to 96%.

Increase the positive responses of the Attitudes to School Survey (AtoSS) factor 'Respect for Diversity' from 80% to 88%

Increase the proportion of students assessed by the teacher as working above the expected level in the Personal

|   |  |   |
|---|--|---|
|   | and Social capabilities from 18% to 20%  |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Priority 2023 Dimension   | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes                                       |
| <b>KIS 2</b><br>Priority 2023 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 diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.         |   |



## Define Actions, Outcomes and Activities

|                                   |   |
|-----------------------------------|---|
| <p><b>Goal 1</b></p>              | <p><b>2023 Priorities Goal</b><br/>           In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>   |
| <p><b>12 Month Target 1.1</b></p> | <p>Learning Priority 12 Month Target</p> <p>Increase the overall percentage to 60% of students performing above the expected level in Mathematics according to teacher judgements in all strands. (Strategic Plan goal)<br/>           2022 End of year results<br/>           * Measurement &amp; Geometry- 56%<br/>           * Number &amp; Algebra- 51%<br/>           * Statistics and Probability-54%</p> <p>Maintain the percentage of students in the top two bands in NAPLAN Mathematics (Strategic Plan goal 60% of year 5's in the top two bands)<br/>           * 2022 End of year result: Year 5 -67% * Target - 60%<br/>           * 2022 End of year result: Year 3 82% * Target - 85%</p> <p>Decrease the percentage of student achieving relative low growth in Year 5 NAPLAN Mathematics to 20% (Strategic Plan goal)<br/>           * 2022 End of year result – 25%<br/>           * 2023 Target – maintain 25%</p> <p>Increase the overall percentage to 70% of students performing above the expected level in Reading and Viewing according to teacher judgements in all strands. (Strategic Plan goal)<br/>           * Strategic Plan Target -70%<br/>           * 2022 End of year result - 66%<br/>           * 2023 Target -70%</p> <p>Maintain the percentage of students performing in the top two bands in NAPLAN Year 5 Reading and Viewing<br/>           * Strategic Plan Target - 55%<br/>           * 2022 End of year result - 66%<br/>           * 2023 Target - 66%</p> <p>Maintain the percentage of students achieving relative low growth in Year 5 NAPLAN in Reading and Viewing at 20% (SP target)</p> |

|   |  |
|---|--|
|   | <p>* Strategic Plan Target - 20%</p> <p>* 2022 End of year result- 8%</p> <p>* 2023 Target - 20%</p> <p>Maintain the percentage of students across the school achieving below the expected level in teacher judgements for Reading and Viewing.</p> <p>* Strategic Plan Target - 4%</p> <p>* 2022 End of year result - 2%</p> <p>* 2023 Target - 2%</p> <p>Wellbeing Priority 12 Month Target</p> <p>Increase the positive responses of the Attitudes to School Survey (AtoSS) factor ' Teacher Concern' from 94% to 96%.</p> <p>Increase the positive responses of the Attitudes to School Survey (AtoSS) factor 'Respect for Diversity' from 80% to 88%</p> <p>Increase the proportion of students assessed by the teacher as working above the expected level in the Personal and Social capabilities from 18% to 20%</p> |
| <b>KIS 1</b><br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy   |
| <b>Actions</b>                          | <ul style="list-style-type: none"> <li>• Maintain PLC structures in sub-schools to reinforce teacher planning collaboration and to identify and differentiate for individual's learning needs and strengthen teacher practice particularly in the key curriculum areas of Mathematics.</li> <li>• Continue to strengthen and enhance the school wide numeracy strategy</li> <li>• Work collaboratively and independently to utilise problem solving strategies taught in class</li> <li>• Be supported to provide constructive feedback to peers about their learning</li> <li>• Continue implementing the Reading and Viewing continuum to strengthen planning for individuals.</li> </ul>  |
| <b>Outcomes</b>                         | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be supported to learn at their point of need</li> <li>• Identify their next learning step to develop their mathematical understandings</li> </ul>   |

|                                  |  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>• Participate in targeted numeracy support through groupings and the learning support program</li> <li>• Be able to articulate their learning goals in Mathematics.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Participate in PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons</li> <li>• Implement the school's instructional models to ensure that there is a targeted focus group in each lesson and differentiated practice</li> <li>• Provide students with the opportunity to work at their level using differentiated resources</li> <li>• Ensure explicit teaching builds number fluency to underpin conceptual understandings and improve outcomes</li> <li>• Provide regular feedback and monitor student progress</li> <li>• Plan for reading sessions using the Reading and Viewing Continuum to extend student skills and support the assessment.</li> </ul> <p>Numeracy Team will:</p> <ul style="list-style-type: none"> <li>• Ensure consistency of instructional practice across the school</li> <li>• Support the staff with regular professional learning</li> <li>• Maintain the whole school data spreadsheet.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Establish intervention groups through the extension and enrichment program (TLI)</li> <li>• Support staff to understand literacy and numeracy data</li> <li>• Monitor the assessment schedule to gain accurate student learning profiles.</li> </ul> |
| <p><b>Success Indicators</b></p> | <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>• Re-establishment of data walls (after capital works) to track progress</li> <li>• Differentiated curriculum documents and work programs</li> <li>• Teachers closely tracking student progress through formative and summative assessments</li> <li>• Progress against Individual Education Plans</li> <li>• February benchmarking data - PAT.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>• Performance in the top two bands in NAPLAN</li> <li>• Semester two teacher judgements</li> <li>• PAT results (end of year).</li> </ul>   |

| Activities and Milestones  | People Responsible  | Is this a PL Priority                            | When                             | Funding Streams  |
|--|---|--|----------------------------------|--|
| <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Further analyse whole school data with staff to support the data analysis being completed during PLC's</li> <li>Schedule PL through the meeting schedule to focus on responding to data and catering for the individual needs of students</li> <li>Ensure that meeting schedules supports the unpacking of whole school data</li> <li>Through triangulating data, investigate testing approaches and the impact on learning – pre and post testings links to general tests and adaptive tests.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul> | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p><b>Professional Learning Community (PLC)</b></p> <ul style="list-style-type: none"> <li>Teams to meet weekly as a PLC and implement the school's approach to planning and documentation</li> <li>Teams to use the established processes and protocols for moderating student work and analysing data</li> <li>Ensure that planning structures are implemented to cater for differentiation.</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p><b>Mathematics Program</b></p> <ul style="list-style-type: none"> <li>Review the Mathematics scope and sequence</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$2,000.00   |

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| <p>document to ensure that it is developmental and sequences the teaching of concepts. Also add links to the assessments in the schedule</p> <ul style="list-style-type: none"> <li>• Allocate a Mathematics specialist teacher and review units of work</li> <li>• Document the school's numeracy approach in line with the Numeracy Strategy</li> <li>• Review the teaching approaches used in Mathematics to support new staff</li> <li>• Further investigate Middle Years strategies and include in approaches</li> <li>• Investigate PAT tests available for prep and year 1</li> <li>• Investigate the program, Prodigy or other intervention programs to support students who are performing below the expected levels</li> <li>• Further use of instructional videos in the Google Classroom, in addition to explicit teacher group, to enhance instruction</li> <li>• Focus on mathematics vocabulary, concepts and development through pre reading prior to implementing units of work</li> <li>• Ensure that problem solving strategies and multi-step problems are a focus in classroom programs.</li> </ul> | <input checked="" type="checkbox"/> Teacher(s)             |                                       | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p><b>Tutor Learning Initiative (TLI)</b></p> <ul style="list-style-type: none"> <li>• Review students benchmarking data and growth data from 2022 to select students for the program</li> <li>• Identify students who require extra support</li> <li>• Tutors to provide support for February benchmarking implementation</li> <li>• Develop a timetable to implement TLI (with the two tutors).</li> </ul>   | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,222.10<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which         |

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|   |  |  |                                  | may include DET funded or free items   |
| <p><b>Assessment and Data Tracking</b></p> <ul style="list-style-type: none"> <li>• Ensure that teams have access to current data through maintaining the student profile spread sheets and data walls</li> <li>• Provide staff with class profiles based on the 2022 data</li> <li>• Complete student handovers (2022)</li> <li>• Implement the whole school Assessment Schedule</li> <li>• Moderate tasks with agreed structures across grades</li> <li>• Implement PLC models in meetings to ensure that planning is driven by data.</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment &amp; Reporting Coordinator</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul> | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p><b>Peer Coaching and Observations</b></p> <ul style="list-style-type: none"> <li>• Document coaching and mentoring plans for each team</li> <li>• Pose challenges to PLC leaders and teams</li> <li>• Co-ordinate teacher goals and observations through the peer coaching program</li> <li>• Schedule peer observations to improve the implementation of the instructional models and catering for individuals</li> <li>• Coach two teachers per term to achieve personal goals with documented plans, observations and follow up coaching conversations (with a focus in term 1 on new staff, term 2 – middle school, term 3 – senior school, term 4 – junior school)</li> <li>• Support peer observations with Mathematics specialist.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <p><b>Literacy Program</b></p> <ul style="list-style-type: none"> <li>Implement the Reading and Viewing continuum to support planning for individuals within groups</li> <li>Administer Fountas and Pinnell as part of the assessment schedule and record results in the school's data tracking website</li> <li>Implement the literacy instructional block with a focus on extending students to work in their next learning stage</li> </ul> | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>KIS 2</b><br>Priority 2023 Dimension  | <b>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</b>  |                                       |                                  |  |
| <b>Actions</b>   | <ul style="list-style-type: none"> <li>Enhance and document the school's multi-tiered model to support student's wellbeing and mental health.</li> <li>Further develop the whole school wellbeing program and ensure that there is a common understanding of the whole school approach and its implementation to address the classroom program and individual needs of the students.</li> </ul>   |                                       |                                  |  |
| <b>Outcomes</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>Feel supported and engaged with their class and contribute to their positive classroom culture</li> <li>Strengthen their strong relationships with staff</li> <li>Apply mindfulness strategies to support them to regulate their emotions.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Implement and model consistent routines through class meetings and wellbeing sessions</li> <li>Implement the whole school wellbeing approach and the support provided for physical, social and emotional wellbeing</li> <li>Support students with wellbeing needs to remain engaged in their learning and stay connected to peers.</li> </ul> <p>Wellbeing Team will:</p> <ul style="list-style-type: none"> <li>Support the staff's understandings with professional learning</li> </ul> |                                       |                                  |  |

|   |  |   |  |   |
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|   | <ul style="list-style-type: none"> <li>Unpack the relevant data (PIVOT and Attitudes to School) with the staff to support the direction in the classroom and individual goals</li> <li>Strengthen the understanding and recognition of diversity across the school.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Integrate physical, social and emotional policies and programs</li> <li>Share a common understanding of the whole school approach.</li> </ul>   |   |  |   |
| <b>Success Indicators</b>   | <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>Documentation of the school's multi-tiered Wellbeing Approach (for various audiences including for the website, parents and school review)</li> <li>Setting class goals based on the PIVOT survey results</li> <li>Student engagement in the Wellbeing program</li> <li>Referrals to the school's Wellbeing Officer and DET services</li> <li>Observation of classroom practice changes</li> <li>Inclusion of activities and process that encourage diversity.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>PIVOT survey results – analysis of post survey</li> <li>Attitudes to School Survey Results</li> <li>Semester 2 teacher judgements against the Wellbeing Capabilities curriculum.</li> </ul> |   |  |   |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>  | <b>Is this a PL Priority</b>  | <b>When</b>                                | <b>Funding Streams</b>  |
| <p><b>Whole School Wellbeing Program</b></p> <ul style="list-style-type: none"> <li>Document the school's multi-level model for managing wellbeing and mental health. The documentation will be varied in information and detail for different audiences (detailed whole school approach for teachers, parent friendly overview and website appropriate version)</li> <li>Oversee the implementation of the school's Wellbeing program which includes Resilience, Rights and</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul> |



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| <p>Respectful Relationships Curriculum</p> <ul style="list-style-type: none"> <li>• Monitor the team's term Wellbeing program planner to identify weekly sessions</li> <li>• Organise activities to promote diversity across the school</li> <li>• Develop the staff's awareness to identify and highlight how the school's wellbeing program supports diversity (events, activities, Bright Beginnings Program and classroom activities)</li> <li>• Further add activities and resources to the wellbeing program to support students to understand how the school encourages diversity.</li> </ul> |  |                                       |                                  | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |
| <p><b>Classroom Implementation of the Wellbeing Program</b></p> <ul style="list-style-type: none"> <li>• Explore the programs available to address the specific needs of students</li> <li>• Introduce 'gratitude journals' across the school and process to share these thoughts</li> <li>• Reinforce the use of 'Circle Time' as a regular check in for students and support teachers with resources to implement this regularly.</li> </ul>   | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p><b>PIVOT Survey and Student VOICE</b></p> <ul style="list-style-type: none"> <li>• Team analysis of PIVOT survey results and each teacher to set a class goal to strengthen their relationship with the students</li> <li>• Track and monitor class progress against the goal including connecting data to Attitudes to School results</li> </ul>   | <input checked="" type="checkbox"/> Assessment & Reporting Coordinator<br><input checked="" type="checkbox"/> Learning Specialist(s)                                       | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used   |

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| <ul style="list-style-type: none"> <li>Continue to introduce and explore approaches to encourage greater student voice within the classroom.</li> </ul>   |  |  |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| <p><b>External Agency Support</b></p> <ul style="list-style-type: none"> <li>Recruit a new Wellbeing Officer</li> <li>Identify students 'at risk' students</li> <li>Ensure that the Wellbeing Officer has a differentiated role statement and be able to work from classrooms, one on one with students, small groups, staff and the wider community <ul style="list-style-type: none"> <li>Ensure that staff refer students using the referral process to address individual concerns</li> <li>Implement parent workshops to support parents managing their children's emotions and social development</li> <li>Oversee the Kids Coaching program and ensure that is implemented to cater for the specific emotional and social needs of individual students.</li> </ul> </li> </ul> | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Wellbeing team to regularly provide professional learning to strengthen the approaches within the school</li> <li>Wellbeing team to introduce and set up 'gratitude journals' across the school.</li> </ul>  | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator<br><input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><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 |
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## Funding Planner

### Summary of Budget and Allocated Funding

| Summary of Budget                   | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$0.00                      | \$5,222.10                           | -\$5,222.10               |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$0.00                               | \$0.00                    |
| Schools Mental Health Fund and Menu | \$0.00                      | \$0.00                               | \$0.00                    |
| <b>Total</b>                        | \$0.00                      | \$5,222.10                           | -\$5,222.10               |

### Activities and Milestones – Total Budget

| Activities and Milestones  | Budget     |
|--|------------|
| <p><b>Tutor Learning Initiative (TLI)</b></p> <ul style="list-style-type: none"> <li>Review students benchmarking data and growth data from 2022 to select students for the program</li> <li>Identify students who require extra support</li> <li>Tutors to provide support for February benchmarking implementation</li> <li>Develop a timetable to implement TLI (with the two tutors).</li> </ul> | \$5,222.10 |
| <b>Totals</b>  | \$5,222.10 |

### Activities and Milestones - Equity Funding

| Activities and Milestones  | When                             | Funding allocated (\$) | Category  |
|--|----------------------------------|------------------------|---|
| Tutor Learning Initiative (TLI) <ul style="list-style-type: none"> <li>Review students benchmarking data and growth data from 2022 to select students for the program</li> <li>Identify students who require extra support</li> <li>Tutors to provide support for February benchmarking implementation</li> <li>Develop a timetable to implement TLI (with the two tutors).</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | \$5,222.10             | <input checked="" type="checkbox"/> School-based staffing |
| <b>Totals</b>  |                                  | \$5,222.10             |   |

### Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals                    | \$0.00 |

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

| Professional Learning Priority   | Who   | When                                       | Key Professional Learning Strategies   | Organisational Structure   | Expertise Accessed   | Where   |
|--|---|--|--|--|--|---|
| <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Further analyse whole school data with staff to support the data analysis being completed during PLC's</li> <li>Schedule PL through the meeting schedule to focus on responding to data and catering for the individual needs of students</li> <li>Ensure that meeting schedules supports the unpacking of whole school data</li> <li>Through triangulating data, investigate testing approaches and the impact on learning – pre and post testings links to general tests and adaptive tests.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
| <p><b>Mathematics Program</b></p> <ul style="list-style-type: none"> <li>Review the</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>  | <p>from:<br/>Term 1</p>                    | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |

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| <p>Mathematics scope and sequence document to ensure that it is developmental and sequences the teaching of concepts. Also add links to the assessments in the schedule</p> <ul style="list-style-type: none"> <li>• Allocate a Mathematics specialist teacher and review units of work</li> <li>• Document the school's numeracy approach in line with the Numeracy Strategy</li> <li>• Review the teaching approaches used in Mathematics to support new staff</li> <li>• Further investigate Middle Years strategies and include in approaches</li> <li>• Investigate PAT tests available for prep and year 1</li> <li>• Investigate the program, Prodigy or other intervention programs to support students who are performing below the expected levels</li> <li>• Further use of instructional videos in the Google Classroom, in addition to explicit teacher</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <p>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul> |  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul> |  |
|---|---|-----------------------|--|--|--|--|



|   |  |  |   |   |   |   |
|---|--|--|---|---|---|---|
| <p>group, to enhance instruction</p> <ul style="list-style-type: none"> <li>• Focus on mathematics vocabulary, concepts and development through pre reading prior to implementing units of work</li> <li>• Ensure that problem solving strategies and multi-step problems are a focus in classroom programs.</li> </ul>   |  |  |   |   |   |   |
| <p><b>Peer Coaching and Observations</b></p> <ul style="list-style-type: none"> <li>• Document coaching and mentoring plans for each team</li> <li>• Pose challenges to PLC leaders and teams</li> <li>• Co-ordinate teacher goals and observations through the peer coaching program</li> <li>• Schedule peer observations to improve the implementation of the instructional models and catering for individuals</li> <li>• Coach two teachers per term to achieve personal goals with documented plans,</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |

|  |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
| <p>observations and follow up coaching conversations (with a focus in term 1 on new staff, term 2 – middle school, term 3 – senior school, term 4 – junior school)</p> <ul style="list-style-type: none"> <li>Support peer observations with Mathematics specialist.</li> </ul>        |  |  |   |   |  |   |
| <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Wellbeing team to regularly provide professional learning to strengthen the approaches within the school</li> <li>Wellbeing team to introduce and set up 'gratitude journals' across the school.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |