**Monitoring and Assessment - 2023**

Wodonga Primary School (0037)



Submitted for review by Damian Duncan (School Principal) on 31 January, 2023 at 12:50 PM  
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 01 February, 2023 at 10:41 AM  
Endorsed by Nat Thompson (School Council President) on 02 February, 2023 at 11:24 AM

**Monitoring and Assessment - 2023**

**Term 1 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | Year 3 Numeracy Increase the % of Year 3 Numeracy data to 28% in the top two bands   Year 5 Numeracy Increase the % of Year 5 Numeracy data to 21% in the top two bands.  Decrease the % of students achieving below the age-expected level in Numeracy by 2%. | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Continue the school's journey in developing high quality teaching and learning culture through a deep engagement with Peter Sullivan throughout the year. Leading teachers will drive the change and support in classrooms and in PLC/PLTs. | | | |
| Outcomes | | Student Outcomes:  Students will access an effectively delivered Maths Instructional Model, allowing them to have agency in their learning Students will productively in every lesson/workshop, understanding their role as a learner as well as the teacher’s role, at each phase of the Instructional Model Students will understand the Learning Intention and Success Criteria, keeping these in mind through the Instructional Model, and accurately self-assess against them during the Explicit Reflection Students will be resourceful, KIND+ER, responsive and independent thinkers in Maths Students will collaborate through productive struggle and independent task times, to extend their thinking  Teacher Outcomes:  Teachers will access regular and targeted Professional Development, to harness an understanding of the pedagogy that drives the WPS Maths Instructional Model, through whole-school PL with Leading Teachers, Differentiated Learning Support, PLC’s, DET resources, Numeracy Resource Bank etc  Teachers will use the professional knowledge gained from Peter Sullivan PD’s to further their understanding of how the WPS Maths Instructional Model is used  Teachers will understand the reciprocal nature of Maths with other subject areas, as well as WPS initiatives such at the Visible Learning Toolbox, My Thinking Brain and Mentor Texts  Teachers will create a Mathematically rich environment for their students to support their engagement within the WPS Maths Instructional Model, through surveys and the ‘Start Right’ Unit  Teachers will use each element of the WPS Instructional Model, ensuring each element is delivered with its intended purpose and in the intended time allocated Teachers will ensure that there is alignment between Learning Intentions, well sequenced developmental Success Criteria and the independent learning task  Teachers will choose, plan for and administer ongoing assessment practices, suited to the learning needs of their students Teachers will use assessment data to inform and direct instruction when creating Numeracy Unit Plans, providing opportunities for multiple exposures  Teachers will collaborate in teams to ensure that open-ended, low floor, high ceiling tasks are matched to individual student data Teachers will provide opportunities for students to link concepts and make connections across the different Mathematical strands, as well as all other curriculum areas, when undertaking learning tasks  Leader Outcomes:  Leaders will use the SSP and AIP to drive all decision making and schoolwide support Leaders will use various modes of data including Teacher Judgement, Essential Assessment, NAPLAN, School Opinion Survey, Staff Opinion Survey and tailored assessments to monitor progress and inform future direction in the area of Maths Leaders will provide instructional coaching to build individual teacher capacity of the Instructional Model and any of its elements Leaders will facilitate team Learning Walks to build capacity of the teams, helping to ensure a common understanding of effective teaching and learning in the area of Maths Leaders will engage in weekly Learning Walks to monitor AIP, PLC and Collaborative Planning practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required Leaders will ensure collective efficacy through formal and informal communication including; SIT Meetings, Weekly Leading Teacher Meetings, PLC’s, Collaboration and PLTs. Leaders will source, plan for and facilitate engaging PLT Meetings with a whole school focus on Maths improvement linked to the AIP - eg: Peter Sullivan 2023 | | | |
| Success Indicators | | Improved triangulation of diagnostic and numeracy data (Maths Tracker, Essential Assessment, NAPLAN)  Student survey data in motivation, interest and engagement Evidence in Unit Planner that outlines the planning is data informed, based on learning sequences.  LWT feedback and reflection notes demonstrate improved adherence to the instructional model. Increase of staff access the Different Learning Support through Leading Teachers | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start right unit' | | 🗹 Literacy Improvement Teacher  🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Implementation of Numeracy surveys to gather student voice during “start right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 3 | Engage Peter Sullivan (Monash University) to run Professional Learning throughout the year. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 4 | Numeracy Planning documents demonstrate high quality differentiation which include clear links to learning sequences and data (Including NAPLAN and Essential Assessment) | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Differentiated numeracy learning support to teachers at point of need. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Engage and participate in upcoming DET statewide Numeracy initiative. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Numeracy Learning Walk and Talks | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Maths Moderation tasks scheduled throughout PLC/PLTs including Victorian Curriculum NAPLAN comparison analysis to determine teacher judgment accuracy. | | 🗹 Leadership Team  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continuing to support all students wellbeing and engagement through whole school initiatives such as TRP, whole school wellbeing units, attendance tracking, common language/approaches and targeted interventions. | | | |
| Outcomes | | Students will: - Access explicit social/emotional curriculum through school wide wellbeing learning units - Access and implement their social and emotional learnings at times of need. - Complete relevant wellbeing surveys/assessment - Value the importance of attending school - Follow whole school process around positive behaviour - Use a variety of strategies/tools to regulate emotions eg: catastrophe scale, mindfulness etc - Use mentor texts to develop emotional literacy  Teachers will: - Implement the 'Start Right' program commencing Term 1 2023 - Implement school-wide wellbeing units, including TRP and Respectful Relationships. - Provide at least 2 hours of Wellbeing focused instruction each week - Use academic and wellbeing data to drive instruction/supports - Communicate with families around Wellbeing needs/success for students - Follow up students absences in according with the school attendance policy - Provide a positive climate for learning in their classroom that enables all students access to appropriate supports (social/emotional/academic/behavioural) for their needs. - Respond to student social/emotional/behavioural needs in accordance with the Positive Climate for Learning Handbook - Engage in professional learning opportunities through differentiated supports  - Implement recommendations of support from allied health professionals  Leaders will: - Develop school wide focuses on Wellbeing based on student data - Building capacity of Respectful Relationship teachers to ensure consistency of delivery of topic across all classrooms - Continue to implement and promote The Resilience Project (TRP) school-wide  - Facilitate/Administer school wide wellbeing surveys ie: Resilient Youth Survey, F-6 Wellbeing Survey, ATOSS - Support Staff in analysing wellbeing data - Promote 'TRP' focuses with our school community through newsletter - Regularly monitor attendance school-wide and share this information with all staff - Upskill staff in attendance processes  - Work with key stakeholders to support student school attendance - Develop further communications to families regarding their child's absenteeism - Ensure consistent classroom environment that supports the WPS positive climate for learning expectations - Build capacity around staffs ability to respond student social/emotional/behavioural needs - Provide adjustments targeted at students with a diagnosed disability (Tier 2 & 3) | | | |
| Success Indicators | | - School attendance data - Wellbeing survey data - Compass Chronicle Data ie: Happy Cards, Purple Cards - Wellbeing and Yard referrals - Positive Climate for Learning Handbook - Start Right unit - Whole school Wellbeing units - Wellbeing PLTs | | | |
| Delivery of the annual actions for this KIS | |  | | | |
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| Activity 2 | Employ 2 Disability ES Staff members (Tier 2) | | 🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Employ Occupational Therapist to support flagged Tier 2 students | | 🗹 Assistant Principal  🗹 Allied Health | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Implement Hands On Learning Program for flagged Tier 2 students | | 🗹 Leading Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | The Resilience Project implementation | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Update Positive Climate for Learning Handbook | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 7 | Update WPS Toolbox resources for Wellbeing | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 8 | Administer whole school wellbeing survey | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Employ school base Psychologist to support staff in supporting their 1 and 2students in the classroom | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Employ two leading teachers to support positive climate for learning. | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Allocation of an Assistant Principal to coordinate the wellbeing team and the 'Disability Inclusion Profile' rollout at WPS | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Employ a school-based student counsellor to support the engagement and opportunities to vulnerable students. | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Dogs Connect Program | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To optimise and accelerate the learning growth of every student in English. | | | |
| 12 Month Target 2.1 | | Year 3 Reading  Increase the % of Year 3 Reading data to 47% in the top two bands  Year 3 Writing Increase the % or Year 3 Writing data to 50% in top two bands | | | |
| 12 Month Target 2.2 | | Year 5 Reading  Increase the % of Year 5 Reading data to 50% in the top two bands  Year 3 Writing Increase the % or Year 5 Writing data to 18% in top two bands | | | |
| 12 Month Target 2.3 | | Decrease the % of students achieving below the age-expected level in both Reading and Writing by 2%. | | | |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | | Refine whole-school Literacy practices. | | | |
| Actions | | In 2023 we will utlise our Leadership Structure to ensure Leading Teachers off class will monitor and drive change and refinement of whole school literacy practices. The SIT will continually monitor the school improvement measures across each AIP goal. | | | |
| Outcomes | | Student outcomes: Students will describe their own literacy learning identities and interests using student surveys Students will collaborate through rich discussion around content through Mentor text to extend their thinking and build knowledge Students will use mentor texts to support them to construct high quality texts  Students will work productively in every lesson/workshop understanding their role and the teacher’s role at each phase Students will attend closely to the Learning Intention and Success Criteria, keep these in mind through the literacy workshop, and accurately self-asses during the debrief Students will monitor their progress (with teacher support) towards meeting their goals  Teacher outcomes: Teachers will create literacy rich environments for students that will support the enabling and extending of students literacy thinking and skills Teachers will foster engagement, motivation and exemplars through the use of mentor texts delivered through the implementation of the WPS Literacy Instructional Model  Teachers will differentiate instruction by utilising a variety of teaching practices and teaching approaches  Teachers will effectively engage students through the use of data Teachers will engage in Team Learning Walks and Talks to build their common understandings of teaching and learning  Leadership outcomes:  Leading Teachers will provide Instructional Coaching to build individual teacher capacity, as required Leading Teachers will facilitate Team Learning Walks to build capacity of the teams of common understandings of effective teaching and learning Leading Teachers will engage in weekly Learning Walks to monitor AIP and ICC PLC practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required | | | |
| Success Indicators | | \* Improved triangulation of diagnostic and benchmark data \* Student survey data in motivation, interest and engagement \* Learning Walks and Talks - summative documents on the refinement will show and increase in engagement and productivity \* Increase of staff access the 'Different Learning Support' through Leading Teachers | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start Right' unit | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Principal  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Development of high quality classroom libraries | | 🗹 Literacy Leader  🗹 Education Support | from: Term 1  to: Term 2 | 0% |
| Activity 3 | Implementation of Reading and Writing surveys to gather student voice during “Start Right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 4 | Literacy Planning documents demonstrate high quality differentiation which include clear links to mentor texts | | 🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Learning Walks and Talks to support whole school literacy practices - Team, Individual, Leading Teacher, AIP, classroom observation, PLC visitors | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Mid-year monitoring**

|  |  |  |  |  |  |
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| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
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| Actions | | Continue the school's journey in developing high quality teaching and learning culture through a deep engagement with Peter Sullivan throughout the year. Leading teachers will drive the change and support in classrooms and in PLC/PLTs. | | | |
| Outcomes | | Student Outcomes:  Students will access an effectively delivered Maths Instructional Model, allowing them to have agency in their learning Students will productively in every lesson/workshop, understanding their role as a learner as well as the teacher’s role, at each phase of the Instructional Model Students will understand the Learning Intention and Success Criteria, keeping these in mind through the Instructional Model, and accurately self-assess against them during the Explicit Reflection Students will be resourceful, KIND+ER, responsive and independent thinkers in Maths Students will collaborate through productive struggle and independent task times, to extend their thinking  Teacher Outcomes:  Teachers will access regular and targeted Professional Development, to harness an understanding of the pedagogy that drives the WPS Maths Instructional Model, through whole-school PL with Leading Teachers, Differentiated Learning Support, PLC’s, DET resources, Numeracy Resource Bank etc  Teachers will use the professional knowledge gained from Peter Sullivan PD’s to further their understanding of how the WPS Maths Instructional Model is used  Teachers will understand the reciprocal nature of Maths with other subject areas, as well as WPS initiatives such at the Visible Learning Toolbox, My Thinking Brain and Mentor Texts  Teachers will create a Mathematically rich environment for their students to support their engagement within the WPS Maths Instructional Model, through surveys and the ‘Start Right’ Unit  Teachers will use each element of the WPS Instructional Model, ensuring each element is delivered with its intended purpose and in the intended time allocated Teachers will ensure that there is alignment between Learning Intentions, well sequenced developmental Success Criteria and the independent learning task  Teachers will choose, plan for and administer ongoing assessment practices, suited to the learning needs of their students Teachers will use assessment data to inform and direct instruction when creating Numeracy Unit Plans, providing opportunities for multiple exposures  Teachers will collaborate in teams to ensure that open-ended, low floor, high ceiling tasks are matched to individual student data Teachers will provide opportunities for students to link concepts and make connections across the different Mathematical strands, as well as all other curriculum areas, when undertaking learning tasks  Leader Outcomes:  Leaders will use the SSP and AIP to drive all decision making and schoolwide support Leaders will use various modes of data including Teacher Judgement, Essential Assessment, NAPLAN, School Opinion Survey, Staff Opinion Survey and tailored assessments to monitor progress and inform future direction in the area of Maths Leaders will provide instructional coaching to build individual teacher capacity of the Instructional Model and any of its elements Leaders will facilitate team Learning Walks to build capacity of the teams, helping to ensure a common understanding of effective teaching and learning in the area of Maths Leaders will engage in weekly Learning Walks to monitor AIP, PLC and Collaborative Planning practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required Leaders will ensure collective efficacy through formal and informal communication including; SIT Meetings, Weekly Leading Teacher Meetings, PLC’s, Collaboration and PLTs. Leaders will source, plan for and facilitate engaging PLT Meetings with a whole school focus on Maths improvement linked to the AIP - eg: Peter Sullivan 2023 | | | |
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| Delivery of the annual actions for this KIS | |  | | | |
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| Activity 2 | Implementation of Numeracy surveys to gather student voice during “start right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 3 | Engage Peter Sullivan (Monash University) to run Professional Learning throughout the year. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
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| Activity 5 | Differentiated numeracy learning support to teachers at point of need. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Engage and participate in upcoming DET statewide Numeracy initiative. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
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| Activity 2 | Development of high quality classroom libraries | | 🗹 Literacy Leader  🗹 Education Support | from: Term 1  to: Term 2 | 0% |
| Activity 3 | Implementation of Reading and Writing surveys to gather student voice during “Start Right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 4 | Literacy Planning documents demonstrate high quality differentiation which include clear links to mentor texts | | 🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Learning Walks and Talks to support whole school literacy practices - Team, Individual, Leading Teacher, AIP, classroom observation, PLC visitors | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Term 3 monitoring (optional)**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | Year 3 Numeracy Increase the % of Year 3 Numeracy data to 28% in the top two bands   Year 5 Numeracy Increase the % of Year 5 Numeracy data to 21% in the top two bands.  Decrease the % of students achieving below the age-expected level in Numeracy by 2%. | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Continue the school's journey in developing high quality teaching and learning culture through a deep engagement with Peter Sullivan throughout the year. Leading teachers will drive the change and support in classrooms and in PLC/PLTs. | | | |
| Outcomes | | Student Outcomes:  Students will access an effectively delivered Maths Instructional Model, allowing them to have agency in their learning Students will productively in every lesson/workshop, understanding their role as a learner as well as the teacher’s role, at each phase of the Instructional Model Students will understand the Learning Intention and Success Criteria, keeping these in mind through the Instructional Model, and accurately self-assess against them during the Explicit Reflection Students will be resourceful, KIND+ER, responsive and independent thinkers in Maths Students will collaborate through productive struggle and independent task times, to extend their thinking  Teacher Outcomes:  Teachers will access regular and targeted Professional Development, to harness an understanding of the pedagogy that drives the WPS Maths Instructional Model, through whole-school PL with Leading Teachers, Differentiated Learning Support, PLC’s, DET resources, Numeracy Resource Bank etc  Teachers will use the professional knowledge gained from Peter Sullivan PD’s to further their understanding of how the WPS Maths Instructional Model is used  Teachers will understand the reciprocal nature of Maths with other subject areas, as well as WPS initiatives such at the Visible Learning Toolbox, My Thinking Brain and Mentor Texts  Teachers will create a Mathematically rich environment for their students to support their engagement within the WPS Maths Instructional Model, through surveys and the ‘Start Right’ Unit  Teachers will use each element of the WPS Instructional Model, ensuring each element is delivered with its intended purpose and in the intended time allocated Teachers will ensure that there is alignment between Learning Intentions, well sequenced developmental Success Criteria and the independent learning task  Teachers will choose, plan for and administer ongoing assessment practices, suited to the learning needs of their students Teachers will use assessment data to inform and direct instruction when creating Numeracy Unit Plans, providing opportunities for multiple exposures  Teachers will collaborate in teams to ensure that open-ended, low floor, high ceiling tasks are matched to individual student data Teachers will provide opportunities for students to link concepts and make connections across the different Mathematical strands, as well as all other curriculum areas, when undertaking learning tasks  Leader Outcomes:  Leaders will use the SSP and AIP to drive all decision making and schoolwide support Leaders will use various modes of data including Teacher Judgement, Essential Assessment, NAPLAN, School Opinion Survey, Staff Opinion Survey and tailored assessments to monitor progress and inform future direction in the area of Maths Leaders will provide instructional coaching to build individual teacher capacity of the Instructional Model and any of its elements Leaders will facilitate team Learning Walks to build capacity of the teams, helping to ensure a common understanding of effective teaching and learning in the area of Maths Leaders will engage in weekly Learning Walks to monitor AIP, PLC and Collaborative Planning practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required Leaders will ensure collective efficacy through formal and informal communication including; SIT Meetings, Weekly Leading Teacher Meetings, PLC’s, Collaboration and PLTs. Leaders will source, plan for and facilitate engaging PLT Meetings with a whole school focus on Maths improvement linked to the AIP - eg: Peter Sullivan 2023 | | | |
| Success Indicators | | Improved triangulation of diagnostic and numeracy data (Maths Tracker, Essential Assessment, NAPLAN)  Student survey data in motivation, interest and engagement Evidence in Unit Planner that outlines the planning is data informed, based on learning sequences.  LWT feedback and reflection notes demonstrate improved adherence to the instructional model. Increase of staff access the Different Learning Support through Leading Teachers | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start right unit' | | 🗹 Literacy Improvement Teacher  🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Implementation of Numeracy surveys to gather student voice during “start right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 3 | Engage Peter Sullivan (Monash University) to run Professional Learning throughout the year. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 4 | Numeracy Planning documents demonstrate high quality differentiation which include clear links to learning sequences and data (Including NAPLAN and Essential Assessment) | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Differentiated numeracy learning support to teachers at point of need. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Engage and participate in upcoming DET statewide Numeracy initiative. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Numeracy Learning Walk and Talks | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Maths Moderation tasks scheduled throughout PLC/PLTs including Victorian Curriculum NAPLAN comparison analysis to determine teacher judgment accuracy. | | 🗹 Leadership Team  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continuing to support all students wellbeing and engagement through whole school initiatives such as TRP, whole school wellbeing units, attendance tracking, common language/approaches and targeted interventions. | | | |
| Outcomes | | Students will: - Access explicit social/emotional curriculum through school wide wellbeing learning units - Access and implement their social and emotional learnings at times of need. - Complete relevant wellbeing surveys/assessment - Value the importance of attending school - Follow whole school process around positive behaviour - Use a variety of strategies/tools to regulate emotions eg: catastrophe scale, mindfulness etc - Use mentor texts to develop emotional literacy  Teachers will: - Implement the 'Start Right' program commencing Term 1 2023 - Implement school-wide wellbeing units, including TRP and Respectful Relationships. - Provide at least 2 hours of Wellbeing focused instruction each week - Use academic and wellbeing data to drive instruction/supports - Communicate with families around Wellbeing needs/success for students - Follow up students absences in according with the school attendance policy - Provide a positive climate for learning in their classroom that enables all students access to appropriate supports (social/emotional/academic/behavioural) for their needs. - Respond to student social/emotional/behavioural needs in accordance with the Positive Climate for Learning Handbook - Engage in professional learning opportunities through differentiated supports  - Implement recommendations of support from allied health professionals  Leaders will: - Develop school wide focuses on Wellbeing based on student data - Building capacity of Respectful Relationship teachers to ensure consistency of delivery of topic across all classrooms - Continue to implement and promote The Resilience Project (TRP) school-wide  - Facilitate/Administer school wide wellbeing surveys ie: Resilient Youth Survey, F-6 Wellbeing Survey, ATOSS - Support Staff in analysing wellbeing data - Promote 'TRP' focuses with our school community through newsletter - Regularly monitor attendance school-wide and share this information with all staff - Upskill staff in attendance processes  - Work with key stakeholders to support student school attendance - Develop further communications to families regarding their child's absenteeism - Ensure consistent classroom environment that supports the WPS positive climate for learning expectations - Build capacity around staffs ability to respond student social/emotional/behavioural needs - Provide adjustments targeted at students with a diagnosed disability (Tier 2 & 3) | | | |
| Success Indicators | | - School attendance data - Wellbeing survey data - Compass Chronicle Data ie: Happy Cards, Purple Cards - Wellbeing and Yard referrals - Positive Climate for Learning Handbook - Start Right unit - Whole school Wellbeing units - Wellbeing PLTs | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start right unit' | | 🗹 Principal  🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Employ 2 Disability ES Staff members (Tier 2) | | 🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Employ Occupational Therapist to support flagged Tier 2 students | | 🗹 Assistant Principal  🗹 Allied Health | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Implement Hands On Learning Program for flagged Tier 2 students | | 🗹 Leading Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | The Resilience Project implementation | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Update Positive Climate for Learning Handbook | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 7 | Update WPS Toolbox resources for Wellbeing | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 8 | Administer whole school wellbeing survey | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Employ school base Psychologist to support staff in supporting their 1 and 2students in the classroom | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Employ two leading teachers to support positive climate for learning. | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Allocation of an Assistant Principal to coordinate the wellbeing team and the 'Disability Inclusion Profile' rollout at WPS | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Employ a school-based student counsellor to support the engagement and opportunities to vulnerable students. | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Dogs Connect Program | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To optimise and accelerate the learning growth of every student in English. | | | |
| 12 Month Target 2.1 | | Year 3 Reading  Increase the % of Year 3 Reading data to 47% in the top two bands  Year 3 Writing Increase the % or Year 3 Writing data to 50% in top two bands | | | |
| 12 Month Target 2.2 | | Year 5 Reading  Increase the % of Year 5 Reading data to 50% in the top two bands  Year 3 Writing Increase the % or Year 5 Writing data to 18% in top two bands | | | |
| 12 Month Target 2.3 | | Decrease the % of students achieving below the age-expected level in both Reading and Writing by 2%. | | | |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | | Refine whole-school Literacy practices. | | | |
| Actions | | In 2023 we will utlise our Leadership Structure to ensure Leading Teachers off class will monitor and drive change and refinement of whole school literacy practices. The SIT will continually monitor the school improvement measures across each AIP goal. | | | |
| Outcomes | | Student outcomes: Students will describe their own literacy learning identities and interests using student surveys Students will collaborate through rich discussion around content through Mentor text to extend their thinking and build knowledge Students will use mentor texts to support them to construct high quality texts  Students will work productively in every lesson/workshop understanding their role and the teacher’s role at each phase Students will attend closely to the Learning Intention and Success Criteria, keep these in mind through the literacy workshop, and accurately self-asses during the debrief Students will monitor their progress (with teacher support) towards meeting their goals  Teacher outcomes: Teachers will create literacy rich environments for students that will support the enabling and extending of students literacy thinking and skills Teachers will foster engagement, motivation and exemplars through the use of mentor texts delivered through the implementation of the WPS Literacy Instructional Model  Teachers will differentiate instruction by utilising a variety of teaching practices and teaching approaches  Teachers will effectively engage students through the use of data Teachers will engage in Team Learning Walks and Talks to build their common understandings of teaching and learning  Leadership outcomes:  Leading Teachers will provide Instructional Coaching to build individual teacher capacity, as required Leading Teachers will facilitate Team Learning Walks to build capacity of the teams of common understandings of effective teaching and learning Leading Teachers will engage in weekly Learning Walks to monitor AIP and ICC PLC practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required | | | |
| Success Indicators | | \* Improved triangulation of diagnostic and benchmark data \* Student survey data in motivation, interest and engagement \* Learning Walks and Talks - summative documents on the refinement will show and increase in engagement and productivity \* Increase of staff access the 'Different Learning Support' through Leading Teachers | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start Right' unit | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Principal  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Development of high quality classroom libraries | | 🗹 Literacy Leader  🗹 Education Support | from: Term 1  to: Term 2 | 0% |
| Activity 3 | Implementation of Reading and Writing surveys to gather student voice during “Start Right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 4 | Literacy Planning documents demonstrate high quality differentiation which include clear links to mentor texts | | 🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Learning Walks and Talks to support whole school literacy practices - Team, Individual, Leading Teacher, AIP, classroom observation, PLC visitors | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**End-of-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | Year 3 Numeracy Increase the % of Year 3 Numeracy data to 28% in the top two bands   Year 5 Numeracy Increase the % of Year 5 Numeracy data to 21% in the top two bands.  Decrease the % of students achieving below the age-expected level in Numeracy by 2%. | | | |
| Has this 12 month target met | | Not Met | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Continue the school's journey in developing high quality teaching and learning culture through a deep engagement with Peter Sullivan throughout the year. Leading teachers will drive the change and support in classrooms and in PLC/PLTs. | | | |
| Outcomes | | Student Outcomes:  Students will access an effectively delivered Maths Instructional Model, allowing them to have agency in their learning Students will productively in every lesson/workshop, understanding their role as a learner as well as the teacher’s role, at each phase of the Instructional Model Students will understand the Learning Intention and Success Criteria, keeping these in mind through the Instructional Model, and accurately self-assess against them during the Explicit Reflection Students will be resourceful, KIND+ER, responsive and independent thinkers in Maths Students will collaborate through productive struggle and independent task times, to extend their thinking  Teacher Outcomes:  Teachers will access regular and targeted Professional Development, to harness an understanding of the pedagogy that drives the WPS Maths Instructional Model, through whole-school PL with Leading Teachers, Differentiated Learning Support, PLC’s, DET resources, Numeracy Resource Bank etc  Teachers will use the professional knowledge gained from Peter Sullivan PD’s to further their understanding of how the WPS Maths Instructional Model is used  Teachers will understand the reciprocal nature of Maths with other subject areas, as well as WPS initiatives such at the Visible Learning Toolbox, My Thinking Brain and Mentor Texts  Teachers will create a Mathematically rich environment for their students to support their engagement within the WPS Maths Instructional Model, through surveys and the ‘Start Right’ Unit  Teachers will use each element of the WPS Instructional Model, ensuring each element is delivered with its intended purpose and in the intended time allocated Teachers will ensure that there is alignment between Learning Intentions, well sequenced developmental Success Criteria and the independent learning task  Teachers will choose, plan for and administer ongoing assessment practices, suited to the learning needs of their students Teachers will use assessment data to inform and direct instruction when creating Numeracy Unit Plans, providing opportunities for multiple exposures  Teachers will collaborate in teams to ensure that open-ended, low floor, high ceiling tasks are matched to individual student data Teachers will provide opportunities for students to link concepts and make connections across the different Mathematical strands, as well as all other curriculum areas, when undertaking learning tasks  Leader Outcomes:  Leaders will use the SSP and AIP to drive all decision making and schoolwide support Leaders will use various modes of data including Teacher Judgement, Essential Assessment, NAPLAN, School Opinion Survey, Staff Opinion Survey and tailored assessments to monitor progress and inform future direction in the area of Maths Leaders will provide instructional coaching to build individual teacher capacity of the Instructional Model and any of its elements Leaders will facilitate team Learning Walks to build capacity of the teams, helping to ensure a common understanding of effective teaching and learning in the area of Maths Leaders will engage in weekly Learning Walks to monitor AIP, PLC and Collaborative Planning practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required Leaders will ensure collective efficacy through formal and informal communication including; SIT Meetings, Weekly Leading Teacher Meetings, PLC’s, Collaboration and PLTs. Leaders will source, plan for and facilitate engaging PLT Meetings with a whole school focus on Maths improvement linked to the AIP - eg: Peter Sullivan 2023 | | | |
| Success Indicators | | Improved triangulation of diagnostic and numeracy data (Maths Tracker, Essential Assessment, NAPLAN)  Student survey data in motivation, interest and engagement Evidence in Unit Planner that outlines the planning is data informed, based on learning sequences.  LWT feedback and reflection notes demonstrate improved adherence to the instructional model. Increase of staff access the Different Learning Support through Leading Teachers | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start right unit' | | 🗹 Literacy Improvement Teacher  🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Implementation of Numeracy surveys to gather student voice during “start right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 3 | Engage Peter Sullivan (Monash University) to run Professional Learning throughout the year. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 4 | Numeracy Planning documents demonstrate high quality differentiation which include clear links to learning sequences and data (Including NAPLAN and Essential Assessment) | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Differentiated numeracy learning support to teachers at point of need. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Engage and participate in upcoming DET statewide Numeracy initiative. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Numeracy Learning Walk and Talks | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Maths Moderation tasks scheduled throughout PLC/PLTs including Victorian Curriculum NAPLAN comparison analysis to determine teacher judgment accuracy. | | 🗹 Leadership Team  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continuing to support all students wellbeing and engagement through whole school initiatives such as TRP, whole school wellbeing units, attendance tracking, common language/approaches and targeted interventions. | | | |
| Outcomes | | Students will: - Access explicit social/emotional curriculum through school wide wellbeing learning units - Access and implement their social and emotional learnings at times of need. - Complete relevant wellbeing surveys/assessment - Value the importance of attending school - Follow whole school process around positive behaviour - Use a variety of strategies/tools to regulate emotions eg: catastrophe scale, mindfulness etc - Use mentor texts to develop emotional literacy  Teachers will: - Implement the 'Start Right' program commencing Term 1 2023 - Implement school-wide wellbeing units, including TRP and Respectful Relationships. - Provide at least 2 hours of Wellbeing focused instruction each week - Use academic and wellbeing data to drive instruction/supports - Communicate with families around Wellbeing needs/success for students - Follow up students absences in according with the school attendance policy - Provide a positive climate for learning in their classroom that enables all students access to appropriate supports (social/emotional/academic/behavioural) for their needs. - Respond to student social/emotional/behavioural needs in accordance with the Positive Climate for Learning Handbook - Engage in professional learning opportunities through differentiated supports  - Implement recommendations of support from allied health professionals  Leaders will: - Develop school wide focuses on Wellbeing based on student data - Building capacity of Respectful Relationship teachers to ensure consistency of delivery of topic across all classrooms - Continue to implement and promote The Resilience Project (TRP) school-wide  - Facilitate/Administer school wide wellbeing surveys ie: Resilient Youth Survey, F-6 Wellbeing Survey, ATOSS - Support Staff in analysing wellbeing data - Promote 'TRP' focuses with our school community through newsletter - Regularly monitor attendance school-wide and share this information with all staff - Upskill staff in attendance processes  - Work with key stakeholders to support student school attendance - Develop further communications to families regarding their child's absenteeism - Ensure consistent classroom environment that supports the WPS positive climate for learning expectations - Build capacity around staffs ability to respond student social/emotional/behavioural needs - Provide adjustments targeted at students with a diagnosed disability (Tier 2 & 3) | | | |
| Success Indicators | | - School attendance data - Wellbeing survey data - Compass Chronicle Data ie: Happy Cards, Purple Cards - Wellbeing and Yard referrals - Positive Climate for Learning Handbook - Start Right unit - Whole school Wellbeing units - Wellbeing PLTs | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start right unit' | | 🗹 Principal  🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Employ 2 Disability ES Staff members (Tier 2) | | 🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Employ Occupational Therapist to support flagged Tier 2 students | | 🗹 Assistant Principal  🗹 Allied Health | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Implement Hands On Learning Program for flagged Tier 2 students | | 🗹 Leading Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | The Resilience Project implementation | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Update Positive Climate for Learning Handbook | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 7 | Update WPS Toolbox resources for Wellbeing | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 8 | Administer whole school wellbeing survey | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Employ school base Psychologist to support staff in supporting their 1 and 2students in the classroom | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Employ two leading teachers to support positive climate for learning. | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Allocation of an Assistant Principal to coordinate the wellbeing team and the 'Disability Inclusion Profile' rollout at WPS | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Employ a school-based student counsellor to support the engagement and opportunities to vulnerable students. | | 🗹 Principal  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Dogs Connect Program | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To optimise and accelerate the learning growth of every student in English. | | | |
| 12 Month Target 2.1 | | Year 3 Reading  Increase the % of Year 3 Reading data to 47% in the top two bands  Year 3 Writing Increase the % or Year 3 Writing data to 50% in top two bands | | | |
| Has this 12 month target met | | Not Met | | | |
| 12 Month Target 2.2 | | Year 5 Reading  Increase the % of Year 5 Reading data to 50% in the top two bands  Year 3 Writing Increase the % or Year 5 Writing data to 18% in top two bands | | | |
| Has this 12 month target met | | Not Met | | | |
| 12 Month Target 2.3 | | Decrease the % of students achieving below the age-expected level in both Reading and Writing by 2%. | | | |
| Has this 12 month target met | | Not Met | | | |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | | Refine whole-school Literacy practices. | | | |
| Actions | | In 2023 we will utlise our Leadership Structure to ensure Leading Teachers off class will monitor and drive change and refinement of whole school literacy practices. The SIT will continually monitor the school improvement measures across each AIP goal. | | | |
| Outcomes | | Student outcomes: Students will describe their own literacy learning identities and interests using student surveys Students will collaborate through rich discussion around content through Mentor text to extend their thinking and build knowledge Students will use mentor texts to support them to construct high quality texts  Students will work productively in every lesson/workshop understanding their role and the teacher’s role at each phase Students will attend closely to the Learning Intention and Success Criteria, keep these in mind through the literacy workshop, and accurately self-asses during the debrief Students will monitor their progress (with teacher support) towards meeting their goals  Teacher outcomes: Teachers will create literacy rich environments for students that will support the enabling and extending of students literacy thinking and skills Teachers will foster engagement, motivation and exemplars through the use of mentor texts delivered through the implementation of the WPS Literacy Instructional Model  Teachers will differentiate instruction by utilising a variety of teaching practices and teaching approaches  Teachers will effectively engage students through the use of data Teachers will engage in Team Learning Walks and Talks to build their common understandings of teaching and learning  Leadership outcomes:  Leading Teachers will provide Instructional Coaching to build individual teacher capacity, as required Leading Teachers will facilitate Team Learning Walks to build capacity of the teams of common understandings of effective teaching and learning Leading Teachers will engage in weekly Learning Walks to monitor AIP and ICC PLC practices, this will inform professional learning planning Leaders will work alongside colleagues to observe practices and learning from each other, as required | | | |
| Success Indicators | | \* Improved triangulation of diagnostic and benchmark data \* Student survey data in motivation, interest and engagement \* Learning Walks and Talks - summative documents on the refinement will show and increase in engagement and productivity \* Increase of staff access the 'Different Learning Support' through Leading Teachers | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Development and Implementation of 'Start Right' unit | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Principal  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Development of high quality classroom libraries | | 🗹 Literacy Leader  🗹 Education Support | from: Term 1  to: Term 2 | 0% |
| Activity 3 | Implementation of Reading and Writing surveys to gather student voice during “Start Right” | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 1 | 0% |
| Activity 4 | Literacy Planning documents demonstrate high quality differentiation which include clear links to mentor texts | | 🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Learning Walks and Talks to support whole school literacy practices - Team, Individual, Leading Teacher, AIP, classroom observation, PLC visitors | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Self-assessment - 2023**

SEIL Feedback