

2024 Annual Implementation Plan

for improving student outcomes

Willowmavin Primary School (3479)



Submitted for review by Andrew OCallaghan (School Principal) on 07 February, 2024 at 10:51 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 13 February, 2024 at 12:27 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student growth in literacy and numeracy.	Yes	<ul style="list-style-type: none"> • <u>NAPLAN benchmark growth</u> To be confirmed. 	Grade 3 NAPLAN Reading and Writing 100% of students Developing or above 33% of students Strong or above Maths 100% of students Developing or above 66% of students Strong or above 33% of students Exceeding Grade 5 NAPLAN Reading 90% of students Developing or above 30% of students Strong or above Writing 100% of students Developing or above 20% of students Strong or above Maths 90% of students Developing or above 10% of students Strong or above
		<p><u>School Staff Survey</u> By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Guaranteed and viable curriculum</i> from 73% (2019-2022) to 81% • <i>Understanding curriculum</i> from 64% (2020-2022) to 72% • <i>Teacher collaboration</i> from 72% (2020-2022) to 80% • <i>Academic emphasis</i> from 63% (2020-2022) to 71% 	Maintain staff positive endorsement for: Guaranteed and viable curriculum (83% in 2023) Understand formative assessment (100% in 2023) Increase staff positive endorsement for Academic emphasis from 69% (2023) to 71% (SSP target)

		<ul style="list-style-type: none"> • <i>Understand formative assessment</i> from 61% (2020-2022) to 69%. 	
		<p><u>Teacher judgement - growth</u> By 2026, increase the 3-year average percentage of Year 1-6 students achieving 12 months growth each year against the Victorian Curriculum (Semester 2 to Semester 2) for:</p> <ul style="list-style-type: none"> • <i>Reading and viewing</i> from 74% (2020-2022) to 83% • <i>Writing</i> from 80% (2020-2022) to 89% • <i>Number and algebra</i> from 66% (2020-2022) to 75%. 	To achieve an average of 12 months growth or more (>1.0 progression points) across the school in 2024 in Reading, Writing and Number and Algebra.
		<p><u>Parent Opinion Survey</u> By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Effective teaching</i> from 82% (2020-2022) to 90% • <i>Stimulating learning environment</i> from 78% (2020-2022) to 86%. 	Increase positive endorsement in Parent Survey of: Effective Teaching from 83% (2023) to 88%. 90% Stimulating learning Environment from 81% (2023) to 85%.
		<p><u>Student Attitudes to School Survey</u> By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Differentiated learning challenge</i> from 80% (2020-2022) to 88% • <i>Effective teaching time</i> from 82% (2020-2022) to 90%. 	Increase positive endorsement in Student Attitudes to School Survey of: Differentiated Learning Challenge from 62% (2023) to 75%. Effective Teaching Time from 82% (2023) to 85%. Stimulated learning from 56% (2023) to 65%.
Improve student engagement and wellbeing.	Yes	<p><u>School Staff Survey</u> By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Trust in students and parents</i> from 62% (2020-2022) to 70% • <i>Use student feedback to improve practice</i> from 72% (2020-2022) to 80% • <i>Support growth and learning of the whole student</i> from 78% (2020-2022) to 86% • <i>Promote student ownership of learning goals</i> from 86% (2020-2022) to 94%. 	Increase positive endorsement in Staff Survey of: Use student feedback to improve practice from 50% to 80%. Maintain staff positive endorsement for promoting student ownership of learning goals (100% in 2023)

	<p><u>Parent Opinion Survey</u> By 2026, increase the 3-year average positive response rate for the factor; <i>Student agency and voice</i> from 84% (2020-2022) to 92%.</p>	Increase positive endorsement in Parent Survey of Student Voice and Agency from 81% (2023) to 90%.
	<p><u>Student Attitudes to School Survey</u> By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> from 58% (2020-2022) to 66% • <i>Sense of connectedness</i> from 67% (2020-2022) to 75% • <i>Emotional awareness and regulation</i> (2-year average) from 64% (2021-2022) to 72%. 	Increase positive endorsement in Student Attitudes to School Survey of: Student Voice and Agency from 44% to 65%.
	<p><u>Attendance</u> By 2026, reduce the 3-year average percentage of students with greater than 20 days absence from 32% (2020-2022) to 24%.</p>	Less than 30% of students to have greater than 20 days absence (36% in 2023).
	<p><u>Minor behavioural incidents</u> By 2026, decrease the 3-year average number of minor incidents as documented through the Schoolwide Positive Behaviour Support program from 161 (2020-2022) to 145.</p>	Less than 150 Minor Behaviour Chronicle entries for 2024 (166 in 2023).

Goal 2	Improve student growth in literacy and numeracy.
12-month target 2.1-month target	<p>Grade 3 NAPLAN Reading and Writing 100% of students Developing or above 33% of students Strong or above</p> <p>Maths 100% of students Developing or above 66% of students Strong or above</p>

	<p>33% of students Exceeding</p> <p>Grade 5 NAPLAN Reading 90% of students Developing or above 30% of students Strong or above</p> <p>Writing 100% of students Developing or above 20% of students Strong or above</p> <p>Maths 90% of students Developing or above 10% of students Strong or above</p>
12-month target 2.2-month target	<p>Maintain staff positive endorsement for: Guaranteed and viable curriculum (83% in 2023) Understand formative assessment (100% in 2023)</p> <p>Increase staff positive endorsement for Academic emphasis from 69% (2023) to 71% (SSP target)</p>
12-month target 2.3-month target	To achieve an average of 12 months growth or more (>1.0 progression points) across the school in 2024 in Reading, Writing and Number and Algebra.
12-month target 2.4-month target	<p>Increase positive endorsement in Parent Survey of: Effective Teaching from 83% (2023) to 88%. 90% Stimulating learning Environment from 81% (2023) to 85%.</p>
12-month target 2.5-month target	<p>Increase positive endorsement in Student Attitudes to School Survey of: Differentiated Learning Challenge from 62% (2023) to 75%. Effective Teaching Time from 82% (2023) to 85%. Stimulated learning from 56% (2023) to 65%.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 2.a Teaching and learning	Develop, document and implement a guaranteed and viable whole school curriculum.	Yes
KIS 2.b Teaching and learning	Develop, document and implement a whole school approach to teaching and learning.	Yes
KIS 2.c Assessment	Develop, document and implement a whole school approach to formative and summative assessment.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school review found a priority area for the school to be its documentation of the school's teaching and learning. This included school curriculum documentation, planning documents, instructional models and assessment practices. Whilst progress has been made, this area continues to be a priority for the school as it seeks to develop a whole school curriculum that is implemented consistently and effectively across the school. Further strengthening the case for work in this area was the school's 2023 Staff Survey in which positive endorsement of the school having a guaranteed and viable curriculum was below similar schools and the network. Additionally, the school was also below similar schools for positive endorsement of Academic emphasis and Collective focus on student learning.	
Goal 3	Improve student engagement and wellbeing.	
12-month target 3.1-month target	Increase positive endorsement in Staff Survey of: Use student feedback to improve practice from 50% to 80%. Maintain staff positive endorsement for promoting student ownership of learning goals (100% in 2023)	
12-month target 3.2-month target	Increase positive endorsement in Parent Survey of Student Voice and Agency from 81% (2023) to 90%.	
12-month target 3.3-month target	Increase positive endorsement in Student Attitudes to School Survey of: Student Voice and Agency from 44% to 65%.	
12-month target 3.4-month target	Less than 30% of students to have greater than 20 days absence (36% in 2023).	
12-month target 3.5-month target	Less than 150 Minor Behaviour Chronicle entries for 2024 (166 in 2023).	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 3.a Engagement	Strengthen opportunities for student voice, agency and leadership.	Yes
KIS 3.b Support and resources	Develop, document and implement a multi-tiered approach to student wellbeing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school's Student Attitudes to School Survey continues to show that the school has significant work to do in creating a school environment that values, seeks out and responds to student voice and agency. Further supporting this area as a priority for the school, only 50% of teachers indicated they use student feedback to improve practice. As the school embarks on embedding the Disability Inclusion framework across the school, the opportunity to refine its practices around student wellbeing presents itself. Refining and implementing the school's social and emotional learning curriculum and embedding a whole school approach to student wellbeing, will be the key areas of work.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student growth in literacy and numeracy.
12-month target 2.1 target	<p>Grade 3 NAPLAN Reading and Writing 100% of students Developing or above 33% of students Strong or above</p> <p>Maths 100% of students Developing or above 66% of students Strong or above 33% of students Exceeding</p> <p>Grade 5 NAPLAN Reading 90% of students Developing or above 30% of students Strong or above</p> <p>Writing 100% of students Developing or above 20% of students Strong or above</p> <p>Maths 90% of students Developing or above 10% of students Strong or above</p>
12-month target 2.2 target	<p>Maintain staff positive endorsement for: Guaranteed and viable curriculum (83% in 2023) Understand formative assessment (100% in 2023)</p> <p>Increase staff positive endorsement for Academic emphasis from 69% (2023) to 71% (SSP target)</p>
12-month target 2.3 target	To achieve an average of 12 months growth or more (>1.0 progression points) across the school in 2024 in Reading, Writing and Number and Algebra.

12-month target 2.4 target	Increase positive endorsement in Parent Survey of: Effective Teaching from 83% (2023) to 88%. 90% Stimulating learning Environment from 81% (2023) to 85%.
12-month target 2.5 target	Increase positive endorsement in Student Attitudes to School Survey of: Differentiated Learning Challenge from 62% (2023) to 75%. Effective Teaching Time from 82% (2023) to 85%. Stimulated learning from 56% (2023) to 65%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a guaranteed and viable whole school curriculum.
Actions	Embed an agreed guaranteed and viable curriculum across the school, with clear line of sight from whole school curriculum documents through to classroom weekly planners.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - participate in sequential learning programs. - be provided with learning at their point of need. - be provided with a comprehensive curriculum covering the 8 Learning Areas and the 4 Capabilities <p>Teachers will:</p> <ul style="list-style-type: none"> - create and implement weekly planners that contain agreed essential elements - plan and provide students with sequential learning programs aligned to the school's curriculum documents and instructional models - plan for and implement differentiated learning programs <p>Leaders will:</p> <ul style="list-style-type: none"> - work collaboratively with school staff to document the school's curriculum - support teachers in establishing essential elements to be present in planning documents - provide teachers with sufficient time to plan effective and sequential teaching and learning programs

	<ul style="list-style-type: none"> - provide professional learning for teachers on differentiated learning - provide strategic feedback/reasoning on decision making 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Creation of non-negotiable protocols (essential elements) around classroom planning documents, ensuring differentiated teaching is planned for and lessons are delivered in alignment with school instructional models. - Professional development sessions held on differentiation and formative assessment. - Teaching and learning planning documentation will show evidence of differentiation and align to school instructional models. <p>Late Indicators</p> <ul style="list-style-type: none"> - Creation of school-wide curriculum documentation for Reading, Writing, Numeracy and Social and Emotional Learning - KIS 2a targets met 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide teachers with the planning time necessary to create weekly planners that align to term planners, and adhere to the agreed WPS Essential Elements of weekly planning documents.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage in an ongoing collaborative process to create, adapt and maintain comprehensive school Reading, Writing and Maths curriculum documents.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide teaching staff with term by term planning days to create term planners aligned to school scope and sequence documents.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build on the school's 2023 work to establish agreed essential elements for weekly planners at WPS, and embed these in weekly planning documents.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a whole school approach to teaching and learning.
Actions	Build staff capability to consistently apply an evidence-based instructional model in Reading and Maths
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - receive differentiated support - articulate the lesson structure - engage in regular teacher-student conferences in Reading and Maths - have independent learning goals <p>Teachers will:</p> <ul style="list-style-type: none"> - collaborate to create and implement cohesive instructional models - consistently and explicitly implement the school's Reading and Maths instructional models - conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students - conduct regular Maths conferences with students, set learning goals, model strategies and provide feedback to students - provide students with individual learning goals based on needs identified in student conferences - receive and be supported to respond to considered feedback on their practice, including feedback from students - feel comfortable to provide accurate feedback and be adaptable in how their feedback is enacted <p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to develop the Reading and Maths instructional models - coach and mentor teachers to embed the Reading and Maths instructional models - provide effective observation processes for teachers to engage in and gain feedback on their practice - utilise feedback (observations from learning walks, staff surveys, etc.) to inform professional learning needs - seek out and consider feedback provided on school leadership and make improvements where possible/identified - provide strategic feedback/reasoning on decision making
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Reading and Maths instructional models documented - Professional learning provided to teachers to support implementation of Reading and Maths instructional models - Teachers and leaders engage in observation and feedback practices (learning walks, lesson observations, surveys)

	<p>Late Indicators</p> <ul style="list-style-type: none"> - Observations of classroom practice (learning walks, lesson observations) indicate consistent implementation of Reading and Maths instructional models across the school. - KIS 2b targets met 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and document an evidence-based Maths instructional model.	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Provide professional learning for teachers on the school's Maths instructional model.	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Support the implementation of a Maths instructional model through peer observation and feedback cycles.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$12,419.39 <input checked="" type="checkbox"/> Equity funding will be used
Engage in the Primary Maths Science Specialist initiative to support Maths Leader.	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Continue to provide professional learning for teachers on implementing the Willowmavin Reader's Workshop instructional model.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Continue to support teachers in implementing the school's Reading model, through providing further professional learning on conducting effective reading conferences.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise learning walks to provide feedback to the School Improvement Team on the effectiveness of professional learning provided on the school's Reading and Maths instructional models. SIT to adapt professional learning provided, accordingly.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop, document and implement a whole school approach to formative and summative assessment.			
Actions	Build teacher capability to respond to student learning needs via effective formative assessment practices and techniques.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - have regular opportunities to demonstrate their learning - be provided learning at their point of need - provide feedback on teaching and learning <p>Teachers will:</p> <ul style="list-style-type: none"> - use formative assessment to adapt and guide teaching and learning programs - engage in professional learning on what formative assessment is - be supported to develop and embed in their practice, a range of formative assessment strategies - implement the school's assessment schedule - record student learning data in using agreed protocols/processes - ensure learning is differentiated to meet each student's need <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning opportunities on formative assessment 			

	<ul style="list-style-type: none"> - revise and refine the school's assessment schedule - support staff in implementing the school's assessment schedule - develop and support teachers in implementing assessment data protocols and processes 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Assessment schedule demonstrates a variety of diagnostic, formative and summative assessment - WPS formative assessment resource bank of effective formative assessment strategies created and collaboratively contributed to by staff - Refined WPS assessment schedule created, including assessment data protocols and processes <p>Late Indicators</p> <ul style="list-style-type: none"> - Student assessment data collected and recorded in alignment with school protocols and processes - Learning walk and observation data indicates a range of effective formative assessment strategies being implemented consistently and habitually in teaching and learning programs - KIS 2c targets met 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage in professional learning on what formative assessment is (Responsive Teaching Masterclass - Bron Ryrie Jones) to support teachers in teaching to students' point of need.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,120.00
Engage in professional learning (The Playbook - Bron Ryrie Jones) to establish a WPS resource bank of formative assessment strategies.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,090.00
SIT to engage in learning walks to inform implementation of formative assessment practices across the school.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

SIT to plan and facilitate internal PL to support teachers in implementing learnings from Bron Ryrie-Jones professional learning series.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Update the school's assessment schedule, including assessment protocols.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 3	Improve student engagement and wellbeing.			
12-month target 3.1 target	Increase positive endorsement in Staff Survey of: Use student feedback to improve practice from 50% to 80%. Maintain staff positive endorsement for promoting student ownership of learning goals (100% in 2023)			
12-month target 3.2 target	Increase positive endorsement in Parent Survey of Student Voice and Agency from 81% (2023) to 90%.			
12-month target 3.3 target	Increase positive endorsement in Student Attitudes to School Survey of: Student Voice and Agency from 44% to 65%.			
12-month target 3.4 target	Less than 30% of students to have greater than 20 days absence (36% in 2023).			
12-month target 3.5 target	Less than 150 Minor Behaviour Chronicle entries for 2024 (166 in 2023).			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen opportunities for student voice, agency and leadership.			
Actions	Build the school's capacity to enhance student leadership and to seek out, promote and respond to student voice and agency.			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - provide feedback on effective/preferred teaching practice for their learning - feel comfortable and safe to explain their feedback on teaching practice - be informed of how their feedback has been responded to - have their opinions and views sought as part of school based decision making processes - be provided a range of leadership opportunities - form an effective student leadership and voice body - seek out additional support when required <p>Teachers will:</p> <ul style="list-style-type: none"> - provide students with opportunities to provide feedback on teaching practice - respond to student feedback, demonstrating an open mind - provide students with opportunities to develop leadership skills, and support students in taking up these opportunities - develop their understanding on what student leadership, student voice, and student agency are, and how they can embed such in their classrooms <p>Leaders will</p> <ul style="list-style-type: none"> - engage in and provide professional learning in student voice and agency - establish and implement a school wide framework that identifies the structures in place to promote student voice and agency, as well as student leadership - support opportunities to gather student feedback - support teachers to trial improved pedagogical practices - provide time to analyse, identify and implement the use of feedback received 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Student leadership roles for 2024 established - WPS student survey conducted across all classrooms in Term 1, with survey data shared in classes - Staff assigned student leadership positions that they are responsible for supporting and overseeing <p>Late Indicators</p> <ul style="list-style-type: none"> - Role descriptions for student leadership positions created by students with school guidance - Creation of WPS student survey protocols and processes - KIS 3a targets met 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Establish protocols, including staff responsibilities, student leadership role descriptions, timeframes, etc., around student leadership at the school.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Document the school's Student Survey process and protocols as part of the "Willow Way".	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Explore the Department's "Amplify" resources to support the school in developing a school culture in which student voice and leadership is effectively embedded.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Investigate the opportunity of student leadership's role in promoting and responding to student attendance.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop, document and implement a multi-tiered approach to student wellbeing.			
Actions	Build teacher capacity to implement teaching and learning strategies that promote an inclusive classroom environment.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be supported with their wellbeing needs as per the school's multi-tiered approach - develop strategies to regulate their emotions and engage calmly and effectively in their learning - seek out additional support when required <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - engage in professional learning around Disability Inclusion and social and emotional learning - provide students with social and emotional learning opportunities, guided by the school's social and emotional learning curriculum - create a classroom environment where seeking support is a normal part of learning - follow the school's multi-tiered approach to supporting student wellbeing, including documenting adjustments via individual behaviour and individual learning improvement plans - promote high levels of attendance as a means for students to remain connected to their peers, their classrooms and their school <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning on Disability Inclusion and social and emotional learning, including classroom adjustments that cater for student needs - document tier 1, tier 2 and tier 3 adjustments that can be made to support students at their point of need - establish a comprehensive social and emotional learning curriculum - support staff in implementing the school's social and emotional learning curriculum and multi-tiered approach to student wellbeing - explore the Disability Inclusion reforms 			
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Social and emotional learning scope and sequence documented - Classroom environments support wellbeing needs (e.g. withdrawal spaces) <p>Late Indicators</p> <ul style="list-style-type: none"> - Social and emotional learning scope and sequence implemented consistently across the school - Calm and safe classrooms in place throughout the school. - Targeted intervention programs in place for students requiring additional support in regulating their emotions and engaging in calmly and safely in their learning. - - KIS 3b targets met 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Employ a Disability Inclusion Leader and provide them with access to DI training opportunities.</p>	<p><input checked="" type="checkbox"/> School improvement team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$45,335.85</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

Engage in a Disability Inclusion Profile training session.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Enhance staff capacity to embed the "Social Skills Improvement System Social-Emotional Learning" via professional learning sessions.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,753.25 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,419.39	\$22,419.39	\$0.00
Disability Inclusion Tier 2 Funding	\$47,335.85	\$47,335.85	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
Total	\$100,508.49	\$100,508.49	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Support the implementation of a Maths instructional model through peer observation and feedback cycles.	\$12,419.39
Continue to support teachers in implementing the school's Reading model, through providing further professional learning on conducting effective reading conferences.	\$10,000.00
Employ a Disability Inclusion Leader and provide them with access to DI training opportunities.	\$45,335.85
Engage in a Disability Inclusion Profile training session.	\$2,000.00
Enhance staff capacity to embed the "Social Skills Improvement System Social-Emotional Learning" via professional learning sessions.	\$30,753.25
Totals	\$100,508.49

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support the implementation of a Maths instructional model through peer observation and feedback cycles.	from: Term 3 to: Term 4	\$12,419.39	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Continue to support teachers in implementing the school's Reading model, through providing further professional learning on conducting effective reading conferences.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$22,419.39	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a Disability Inclusion Leader and provide them with access to DI training opportunities.	from: Term 2 to: Term 4	\$45,335.85	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion leader
Engage in a Disability Inclusion Profile training session.	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings)
Totals		\$47,335.85	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Enhance staff capacity to embed the "Social Skills Improvement System Social-Emotional Learning" via professional learning sessions.	from: Term 2 to: Term 4	\$30,753.25	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$30,753.25	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Build on the school's 2023 work to establish agreed essential elements for weekly planners at WPS, and embed these in weekly planning documents.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide professional learning for teachers on the school's Maths instructional model.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Engage in the Primary Maths Science Specialist initiative to support Maths Leader.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Engage in professional learning on what formative assessment is (Responsive Teaching Masterclass - Bron Rylie Jones) to support teachers in teaching to students' point of need.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Bronwyn Rylie-Jones	<input checked="" type="checkbox"/> Off-site Session facilitated by Bronwyn Rylie-Jones

Engage in professional learning (The Playbook - Bron Ryrie Jones) to establish a WPS resource bank of formative assessment strategies.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Bronwyn Ryrie-Jones	<input checked="" type="checkbox"/> Off-site Session facilitated by Bronwyn Ryrie-Jones
SIT to plan and facilitate internal PL to support teachers in implementing learnings from Bron Ryrie-Jones professional learning series.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Bronwyn Ryrie-Jones	<input checked="" type="checkbox"/> On-site
Explore the Department's "Amplify" resources to support the school in developing a school culture in which student voice and leadership is effectively embedded.	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Engage in a Disability Inclusion Profile training session.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources DI consultants	<input checked="" type="checkbox"/> On-site