# 2024 Annual Implementation Plan

## for improving student outcomes

Werribee Primary School (0649)

Submitted for review by David Quinn (School Principal) on 19 December, 2023 at 01:21 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

# Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|---|---|---|
| **Leadership** | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
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| | FISO 2.0 dimensions | Self-evaluation level |
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| **Teaching and learning** | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |
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| Assessment | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
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| Engagement | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
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| Support and resources | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |
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| Enter your reflective comments | |
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| 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<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **Priorities goal**<br>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. | No | Support for the priorities | |
| Improve student learning outcomes in literacy and numeracy. | Yes | NAPLAN: By 2027, increase the percentage of students achieving in the Exceeding and Strong proficiency levels for:<br>Year 3:<br>• Reading from 79% (2023) to 83%<br>• Writing from 71% (2023) to 75%<br>• Numeracy from 69% (2023) to 73%<br>Year 5:<br>• Reading from 77% (2023) to 81%<br>• Writing from 80% (2023) to 84%<br>• Numeracy from 78% (2023) to 82% | Year 3:- Reading > 81%- Writing > 72%- Numeracy > 70%Year 5:- Reading > 78%- Writing > 81%- Numeracy 79% |
| | | Teacher Judgements: By 2027 increase the percentage of Year F to 6 students achieving at or above the expected level in the Victorian Curriculum in:<br>• Reading from 79% (2023) to 83%<br>• Writing from 73% (2023) to 77%<br>• Numeracy from 81% (2023) to 85% | - Reading > 80%- Writing > 84%- Numeracy > 82% |

| | | By 2027 increase the percentage of positive endorsement from the following factors in the student Attitudes to School Survey:<br>• Stimulated Learning from 70% (2023) to 74%<br>• Student voice and agency from 61% (2023) to 69%<br>• Differentiated learning challenge from 80% (2023) to 84% | - Stimulated Learning > 71%- Student voice and agency > 63%- Differentiated learning challenge > 81% |
|---|---|---|---|
| Improve the social and emotional wellbeing of students and staff. | Yes | By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey:<br>• Emotional awareness and regulation from 70% (2023) to 74%<br>• Sense of connectedness from 72% (2023) to 76%<br>• Motivation and interest from 71% (2023) to 75% | - Emotional awareness and regulation > 71%- Sense of connectedness > 73%- Motivation and interest > 72% |
| | | By 2027, increase the percentage of positive endorsement for the following factors in the School Staff Survey:<br>• Collective Efficacy from 83% (2023) to 88%<br>• Teacher collaboration from 56% (2023) to 62% | - Collective Efficacy > 85%- Teacher collaboration > 58% |
| | | By 2027, increase the percentage of positive endorsement for the following factors in the Parent, Caregiver and Guardian Opinion Survey:<br>• Student connectedness from 87% (2023) to 91%<br>• Teacher communication from 62% (2023) to 70% | - Student connectedness > 88%- Teacher communication > 64% |

| Goal 2 | Improve student learning outcomes in literacy and numeracy. |
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| 12-month target 2.1-month target | Year 3:<br>- Reading > 81%<br>- Writing > 72%<br>- Numeracy > 70%<br><br>Year 5:<br>- Reading > 78% |

| | - Writing > 81%<br>- Numeracy 79% |
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| **12-month target 2.2-month target** | - Reading > 80%<br>- Writing > 84%<br>- Numeracy > 82% |
| **12-month target 2.3-month target** | - Stimulated Learning > 71%<br>- Student voice and agency > 63%<br>- Differentiated learning challenge > 81% |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 2.a**<br>Teaching and learning | Build teacher capacity to differentiate teaching to activate student voice and learner agency and ensure challenge and progress for each student | No |
| **KIS 2.b**<br>Leadership | Refine and strengthen the PLC approach for implementing collaborative inquiry to inform planning teaching and to evaluate and strengthen teaching strategies | 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. | Our recent school review outlined considerations for our next steps for continued improvement. Where we have a structure timetable to enable collaborative planning, clear access to data, a school wide assessment schedule, and consistent emphasis on utilising student data to inform and enhance teaching and learning practices, our approach to PLCs is not consistent throughout the school. There is a notable lack of knowledge of differentiation using the improvement cycle and a strong need for professional learning for our middle leaders.<br>Where most areas of the '10 Principles of Effective PLCs' range between embedding and evolving, we noted that our future work was around the principles of: Privileged time, Continuous Improvement, and Adult Learning.<br>With this in mind, our focus for 2024 will be on:<br>•        Prioritising PLC time in the timetable, including an after-school time allocated to support the work of PLCs,<br>•        Further support and professional learning (PL) for PLC Leaders, to build stronger middle leaders,<br>•        Unpacking the PLC norms and protocols, including unpacking 'respectful challenge' with staff,<br>•        Developing knowledge and understanding of the improvement cycle through PL, and embedding the language on the improvement cycle in planning documentation, and supporting teachers to use<br>     data to plan at point of need (differentiation),<br>•        Updating and revising curriculum planning documentation, including developing a 'sequence of learning'<br>•        To empower staff to conduct their own professional learning and develop a continuous learning mindset. | |

| | Refining and strengthening our PLC approach, will increase and consolidate our planning and teaching strategies to improve student outcomes in literacy and numeracy. |
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| **Goal 3** | **Improve the social and emotional wellbeing of students and staff.** |
| **12-month target 3.1-month target** | - Emotional awareness and regulation > 71%<br>- Sense of connectedness > 73%<br>- Motivation and interest > 72% |
| **12-month target 3.2-month target** | - Collective Efficacy > 85%<br>- Teacher collaboration > 58% |
| **12-month target 3.3-month target** | - Student connectedness > 88%<br>- Teacher communication > 64% |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 3.a**<br>Engagement | Embed multi-tiered systems of support that enhance student learning and wellbeing. | No |
| **KIS 3.b**<br>Engagement | Strengthen partnerships with parents and carers to enhance student learning, engagement and wellbeing. | No |
| **KIS 3.c**<br>Engagement | Embed positive mental health approaches across the school. | 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 Royal Commission into Victoria's Mental Health System was undertaken between 2019 to 2021 and highlighted the important role of education settings in promoting positive mental health and wellbeing. The Royal Commission recommended that the Victorian Government funds evidence-informed initiatives, including anti-stigma and anti-bullying programs, to assist schools in supporting students' mental health and wellbeing.  In 2024, Werribee Primary School will receive funding for the first time to plan for and implement the Schools Mental Health Fund and Menu initiative to support student mental health and wellbeing. Based on the data and feedback considered in the review process, it was deemed a priority to continue a focus on wellbeing for both students and staff post COVID. |

# Define actions, outcomes, success indicators and activities

| Goal 2 | Improve student learning outcomes in literacy and numeracy. |
|---|---|
| **12-month target 2.1 target** | Year 3:<br>- Reading > 81%<br>- Writing > 72%<br>- Numeracy > 70%<br><br>Year 5:<br>- Reading > 78%<br>- Writing > 81%<br>- Numeracy 79% |
| **12-month target 2.2 target** | - Reading > 80%<br>- Writing > 84%<br>- Numeracy > 82% |
| **12-month target 2.3 target** | - Stimulated Learning > 71%<br>- Student voice and agency > 63%<br>- Differentiated learning challenge > 81% |
| **KIS 2.b**<br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Refine and strengthen the PLC approach for implementing collaborative inquiry to inform planning teaching and to evaluate and strengthen teaching strategies |
| **Actions** | - Develop whole staff understanding of Professional Learning Communities and the FISO 2.0 Improvement Cycle.<br>- Build teacher capacity to confidently use data and knowledge of student needs to differentiate learning tasks, within an inquiry cycle.<br>- To continually improve the learning environment so it supports student growth, promotes a culture of inclusivity, innovation and collaboration. |

| | - In Years 4 to 6 as part of the BYOD program, to investigate the integration of digital technologies within Literacy and Numeracy. |
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| **Outcomes** | Students will:<br>- participate in point of need learning tasks that are linked to goal setting in reading and mathematics<br>- actively participate in conferences and strive to meet learning goals<br>- students will know the next steps to progress their learning<br><br>Teachers will:<br>- use formative assessments within the improvement/inquiry cycle and know how and when it is used to plan at point of need (differentiation),<br>- plan using the WPS Curriculum Instructional Model, with an added focus on conferencing and goal setting<br>- further develop teacher knowledge and understanding of the improvement cycle through a structured PLC model, and will embed the language on the improvement cycle in planning documentation,<br><br>Leaders will:<br>- be involved in further PL to build their capacity to strengthen PLCs so that they function effectively and implement an effective improvement/inquiry cycle<br>- protect, support and monitor collaborative time for PLCs to meet |
| **Success Indicators** | Early indicators:<br>- norms and protocols are developed with teams in Term 1<br>- establishment of a PLC middle leaders team<br>- use of the PLC Matrix audit to set improvement targets<br>- 2024 Meeting and PL schedule/s are protected and focused on supporting PLCs and PL for both leaders and teachers, including the allocation of time to meet with PLC Leaders<br><br>Late indicators:<br>- differentiation is evident in planners<br>- PLCs have evidence of tracking student learning growth<br>- vocabulary in planners reflects the implementation of the FISO 2.0 Improvement Cycle<br>- students will participate in learning tasks linked to their goals<br>- the language on the improvement cycle is evident in planning documentation |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
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| Professional Learning for all Professional Learning Community (PLC) Leaders from Foundation to Year 6, and Specialist team leader.<br>-Victorian Academy of Teaching and Learning, Create: Middle Leaders | ☑ PLC leaders | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $32,000.00<br><br>☑ Other funding will be used |
| Professional Learning for Staff, to include:<br>- data literacy<br>- differentiation<br>- PLC Improvement Cycle<br>- best practice in Literacy and Numeracy<br>- Student maps | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ School improvement team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Assessment Schedule and Meeting Schedule:<br>- reviewed, refined and updated<br>- protected PLC meeting times and targeted PL<br>- alignment with the use of Student Maps/SPA and PLC conversations on data and planning for differentiation | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ School improvement team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Establish a PLC Middle Leadership Team:<br>- protected regular meeting times on Meeting Schedule<br>- provide time for self-directed learning activities required by the Create: Middle Leaders program (meet with in-school colleagues for<br>  structured and supported meetings regarding the implementation of change initiative)<br>- provide time for readings and online material to build leadership capacity<br>- to audit (using PLC Matrix) practices in Term 1 & review in Term 4<br>- establish team norms and protocols<br>- implement and monitor at least 2 x PLC Improvement cycles in Semester 1 and 2 (teams to identify first PLC improvement<br>  cycle/inquiry cycle in Term 1)<br>- further PLC leaders capacity to lead a school-based change endeavour through analysis, research, planning, assessment,<br>  improvement and reflection. | ☑ Assistant principal<br>☑ School improvement team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $8,000.00<br><br>☑ Other funding will be used |

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| Investigate the integration of digital technologies in Literacy and Numeracy across Years 4-6 (year levels involved in BYOD program), including the employment of a Microsoft expert to assist with this process.<br>Areas of focus to be:<br>- establish an Innovation Team with teacher staff (with a broad range of skills)<br>- building teacher digital knowledge, skills and confidence in the use and application of digital technologies to design and deliver digital<br>  learning activities in Literacy and Numeracy.<br>- targeted planning to integrate the use of technology into the curriculum<br>- planning to involve specialists, and to see where digital technologies sits within their programs<br>- build teachers skills and an understanding of the digital toolkit (Curriculum Day - Term 2)<br>- professional mentoring for school leaders (implementing the school-wide digital roadmap)<br>- establish a professional relationship with a consultant to provide coaching and professional learning around building a Digital<br>  Learning Roadmap | ☑ Principal<br>☑ School leadership team | ☑ PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | $20,000.00 |
| Employment of a Learning Specialist in Teaching and Learning<br><br>- Learning Specialist to attend Victorian Academy of Teaching and Leadership PL: Coaching with Confidence<br><br>Learning Specialist - Teaching & Learning Role:<br>- demonstrate high-level expertise in teaching and learning practice<br>- model exemplary classroom practice, including through teaching demonstration lessons<br>- lead, model and monitor the implementation of key strategies for `WPS Model - Creating the Environment for Learning,'<br>  including: setting objectives and providing feedback, reinforcing effort and providing recognition and cooperative learning (from CITW | ☑ School improvement team | ☑ PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | $3,000.00 |

| & HITS)<br>- provide professional learning through professional learning communities<br>- develop processes and protocols for observation and feedback of teacher practice and peer collaboration<br>- mentor and coach teachers in the Instructional model and use of student data to inform teaching and learning | | | | | |
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| Curriculum Instructional Model:<br>- develop consistent and effective understandings across the school<br>- to embed effective teacher practice in Literacy and Numeracy<br>- to monitor the implementation of the documented WPS Instructional Practices on Reading, Writing and Numeracy across the whole<br>  school. | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ PLC leaders | ☐ PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |

| **Goal 3** | Improve the social and emotional wellbeing of students and staff. |
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| **12-month target 3.1 target** | - Emotional awareness and regulation > 71%<br>- Sense of connectedness > 73%<br>- Motivation and interest > 72% |
| **12-month target 3.2 target** | - Collective Efficacy > 85%<br>- Teacher collaboration > 58% |
| **12-month target 3.3 target** | - Student connectedness > 88%<br>- Teacher communication > 64% |
| **KIS 3.c**<br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embed positive mental health approaches across the school. |

| Actions | Develop leaders' and teachers' understanding of mental health approaches across the school.<br>Develop a shared vision and process for responses to mental health and wellbeing across the school. |
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| **Outcomes** | Students articulate the positive behaviours, and major and minor behaviours outlined in the Wellbeing framework.<br>Students identify appropriate behaviours in different settings through the WPS all settings matrix.<br>Teachers collaboratively develop Learning to be lessons to teach expected behaviours.<br>Teachers understand the school's wellbeing philosophy and articulate the desired behaviours, and major and minor behaviours.<br>Teachers collect and collaboratively analyse student behaviour data using the learning management system.<br>Teachers use consistent language to discuss positive behaviours, and major and minor behaviours and documentation requirements on the XUNO platform.<br>Leaders frequently monitor XUNO behaviour data during PLC meetings.<br>Develop Staff Wellbeing Team with various members of the school community and implement wellbeing strategies to engage all staff. |
| **Success Indicators** | Students articulate the positive behaviours, and major and minor behaviours outlined in the wellbeing framework.<br>Students identify appropriate behaviours in all settings.<br>Teachers collaboratively develop 'Learning To Be' lessons to teach expected behaviours.<br>Teachers understand the wellbeing philosophy and articulate the desired behaviours, and major and minor behaviours.<br>Teachers collect and collaboratively analyse student behaviour data using XUNO.<br>Teachers use consistent language to discuss positive behaviours, and major and minor behaviours<br>Leaders frequently monitor XUNO behaviour data during PLC meetings.<br>Parents/carers understand the desired school behaviours and the procedures for responding to major and minor behaviours<br>Parents/carers recognise student positive behaviours through learning management system<br>Staff wellbeing team implemented and plan/facilitate whole school events and activities. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Recruitment of a full time social worker | ☑ Leadership team | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $53,479.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Coaching staff to assist in supporting students' mental health and wellbeing | ☑ Learning specialist(s) <br> ☑ Mental health and wellbeing leader | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 | |
| Professional Learning for Staff (CRT coverage) <br> - Berry Street Education Model <br> - Mental Health in Primary Schools | ☑ Assistant principal <br> ☑ Mental health and wellbeing leader <br><br> ☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 4 | $6,400.00 <br><br> ☑ Schools Mental Health Menu items will be used which may include DET funded or free items | |
| Recruitment of Acting Learning Specialist - Wellbeing & Inclusion <br> - Role includes Mental Health in Primary Schools (MHiPs) | ☑ Assistant principal <br> ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $125,735.00 <br><br> ☑ Disability Inclusion Tier 2 Funding will be used <br><br> ☑ Other funding will be used | |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $283,781.59 | $283,781.59 | $0.00 |
| Disability Inclusion Tier 2 Funding | $268,652.79 | $268,652.79 | $0.00 |
| Schools Mental Health Fund and Menu | $61,259.36 | $61,259.36 | $0.00 |
| **Total** | $613,693.74 | $613,693.74 | $0.00 |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Recruitment of a full time social worker | $53,479.00 |
| Professional Learning for Staff (CRT coverage)<br>- Berry Street Education Model<br>- Mental Health in Primary Schools | $6,400.00 |
| Recruitment of Acting Learning Specialist - Wellbeing & Inclusion<br>- Role includes Mental Health in Primary Schools (MHiPs) | $125,735.00 |
| **Totals** | $185,614.00 |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|

| Totals | | $0.00 | |
|---|---|---|---|

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Recruitment of Acting Learning Specialist - Wellbeing & Inclusion<br>- Role includes Mental Health in Primary Schools (MHiPs) | from:<br>Term 1<br>to:<br>Term 4 | $23,573.00 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• |
| Totals | | $23,573.00 | |

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

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Recruitment of a full time social worker | from:<br>Term 2<br>to:<br>Term 4 | $53,479.00 | ☑ Employ allied health professional to provide Tier 2 tailored support for students |
| Professional Learning for Staff (CRT coverage)<br>- Berry Street Education Model<br>- Mental Health in Primary Schools | from:<br>Term 1<br>to:<br>Term 4 | $6,400.00 | ☑ Berry Street Education Model (BSEM)<br><br>**This activity will use Mental Health Menu staffing**<br>o Employ CRT to release staff member |
| Totals | | $59,879.00 | |

## Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---|---|
| Staffing<br>- Education Support<br>- Reading Intervention Staff<br>- Speech Therapist | $283,781.59 |
| Staffing<br>- Acting Assistant Principal (D&I)<br>- Acting Learning Specialist (Engagement & Wellbeing) | $236,862.00 |
| Disability Inclusion Profiles<br>- CRT Coverage | $8,000.00 |
| Teaching & Learning Resouces | $1,598.15 |
| **Totals** | **$530,241.74** |

## Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Staffing<br>- Education Support<br>- Reading Intervention Staff<br>- Speech Therapist | from:<br>Term 1<br>to:<br>Term 4 | $283,781.59 | ☑ School-based staffing |
| Staffing<br>- Acting Assistant Principal (D&I)<br>- Acting Learning Specialist (Engagement & Wellbeing) | from:<br>Term 1<br>to:<br>Term 4 | | |
| Disability Inclusion Profiles<br>- CRT Coverage | from:<br>Term 1 | | |

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| | to:<br>Term 4 | | |
| Teaching & Learning Resouces | from:<br>Term 1<br>to:<br>Term 4 | | |
| **Totals** | | **$283,781.59** | |

# Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Staffing<br>- Education Support<br>- Reading Intervention Staff<br>- Speech Therapist | from:<br>Term 1<br>to:<br>Term 4 | | |
| Staffing<br>- Acting Assistant Principal (D&I)<br>- Acting Learning Specialist<br>(Engagement & Wellbeing) | from:<br>Term 1<br>to:<br>Term 4 | $236,862.00 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• |
| Disability Inclusion Profiles<br>- CRT Coverage | from:<br>Term 1<br>to:<br>Term 4 | $8,000.00 | ☑ CRT<br><br>• CRT (to attend Profile meetings) |
| Teaching & Learning Resouces | from:<br>Term 1<br>to:<br>Term 4 | $217.79 | ☑ Teaching and learning programs and resources<br><br>• Other<br>Flexible seating, sensory tools |

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| **Totals** | | $245,079.79 | |

## Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Staffing<br>- Education Support<br>- Reading Intervention Staff<br>- Speech Therapist | from:<br>Term 1<br>to:<br>Term 4 | | |
| Staffing<br>- Acting Assistant Principal (D&I)<br>- Acting Learning Specialist<br>(Engagement & Wellbeing) | from:<br>Term 1<br>to:<br>Term 4 | | |
| Disability Inclusion Profiles<br>- CRT Coverage | from:<br>Term 1<br>to:<br>Term 4 | | |
| Teaching & Learning Resouces | from:<br>Term 1<br>to:<br>Term 4 | $1,380.36 | |
| **Totals** | | $1,380.36 | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| Professional Learning for all Professional Learning Community (PLC) Leaders from Foundation to Year 6, and Specialist team leader. -Victorian Academy of Teaching and Learning, Create: Middle Leaders | ☑ PLC leaders | from: Term 1 to: Term 4 | ☑ Collaborative inquiry/action research team ☑ Curriculum development | ☑ PLC/PLT meeting | ☑ Academy program/course | ☑ Off-site Victorian Academy of Teaching and Leadership |
| Professional Learning for Staff, to include: - data literacy - differentiation - PLC Improvement Cycle - best practice in Literacy and Numeracy - Student maps | ☑ Assistant principal ☑ Learning specialist(s) ☑ School improvement team | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting | ☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Establish a PLC Middle Leadership Team: - protected regular meeting times on Meeting Schedule - provide time for self-directed learning activities required by the Create: Middle Leaders program (meet with in-school colleagues for   structured and supported meetings regarding the | ☑ Assistant principal ☑ School improvement team | from: Term 1 to: Term 4 | ☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning ☑ PLC/PLT meeting | ☑ Internal staff ☑ Academy program/course | ☑ On-site |

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| implementation of change initiative) <br> - provide time for readings and online material to build leadership capacity <br> - to audit (using PLC Matrix) practices in Term 1 & review in Term 4 <br> - establish team norms and protocols <br> - implement and monitor at least 2 x PLC Improvement cycles in Semester 1 and 2 (teams to identify first PLC improvement <br>   cycle/inquiry cycle in Term 1) <br> - further PLC leaders capacity to lead a school-based change endeavour through analysis, research, planning, assessment, <br>   improvement and reflection. | | | | | | |
| Investigate the integration of digital technologies in Literacy and Numeracy across Years 4-6 (year levels involved in BYOD program), including the employment of a Microsoft expert to assist with this process. <br> Areas of focus to be: <br> - establish an Innovation Team with teacher staff (with a broad range of skills) | ☑ Principal <br> ☑ School leadership team | from: <br> Term 1 <br> to: <br> Term 4 | ☑ Planning <br> ☑ Collaborative inquiry/action research team <br> ☑ Curriculum development | ☑ Whole school pupil free day <br> ☑ Formal school meeting / internal professional learning sessions <br> ☑ PLC/PLT meeting | ☑ Internal staff <br> ☑ External consultants <br> elearning consulting: Phill Cristofaro | ☑ On-site |

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| - building teacher digital knowledge, skills and confidence in the use and application of digital technologies to design and deliver digital<br>  learning activities in Literacy and Numeracy.<br>- targeted planning to integrate the use of technology into the curriculum<br>- planning to involve specialists, and to see where digital technologies sits within their programs<br>- build teachers skills and an understanding of the digital toolkit (Curriculum Day - Term 2)<br>- professional mentoring for school leaders (implementing the school-wide digital roadmap)<br>- establish a professional relationship with a consultant to provide coaching and professional learning around building a Digital<br>  Learning Roadmap | | | | | | |
| Employment of a Learning Specialist in Teaching and Learning<br><br>- Learning Specialist to attend Victorian Academy of | ☑ School improvement team | from:<br>Term 1<br>to:<br>Term 4 | ☑ Collaborative inquiry/action research team<br>☑ Curriculum development | ☑ Formal school meeting / internal professional learning sessions<br>☑ Timetabled planning day | ☑ Academy program/course | ☑ On-site |

| Teaching and Leadership PL: Coaching with Confidence<br><br>Learning Specialist - Teaching & Learning Role:<br>- demonstrate high-level expertise in teaching and learning practice<br>- model exemplary classroom practice, including through teaching demonstration lessons<br>- lead, model and monitor the implementation of key strategies for `WPS Model - Creating the Environment for Learning,'<br>  including: setting objectives and providing feedback, reinforcing effort and providing recognition and cooperative learning (from CITW<br>  & HITS)<br>- provide professional learning through professional learning communities<br>- develop processes and protocols for observation and feedback of teacher practice and peer collaboration<br>- mentor and coach teachers in the Instructional model and use of student data to inform teaching and learning | | | ☑ Peer observation including feedback and reflection | | | |
|---|---|---|---|---|---|---|