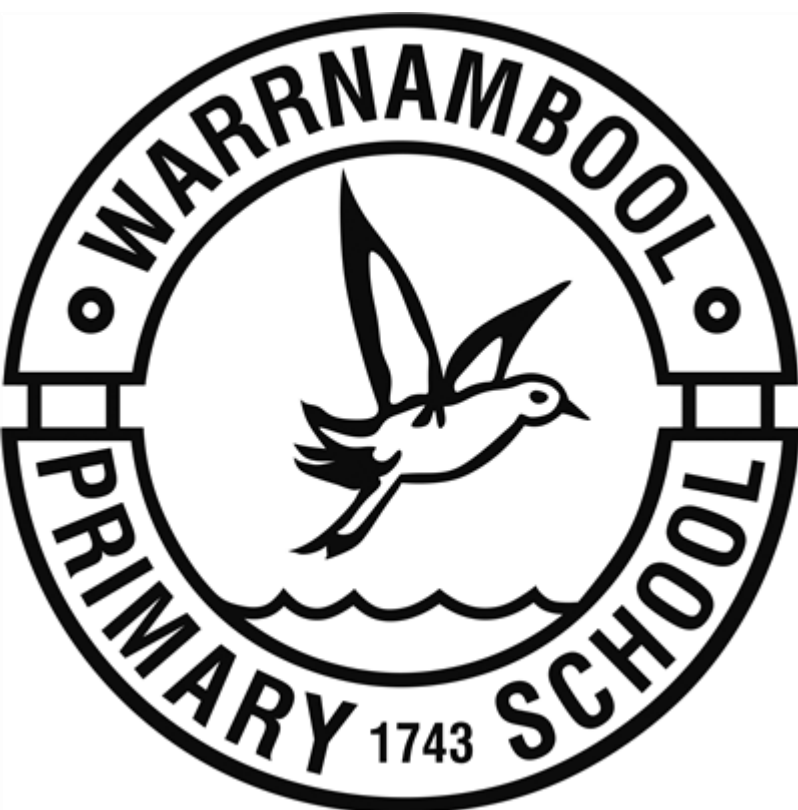


Monitoring and Assessment - 2023

Warrnambool Primary School (1743)



Submitted for review by Peter Lee (School Principal) on 12 December, 2022 at 12:11 PM

Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 19 December, 2022 at 05:21 PM

Endorsed by Greg Gent (School Council President) on 20 December, 2022 at 10:03 AM

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>By 2023, the three year average percentage for students in the top two NAPLAN bands will increase to:</p> <p>Numeracy</p> <p>Year 3: 32% (2022)—43% (2023) (SSP Goal) Year 5: 16% (2022)—43% (2023) (SSP Goal)</p> <p>By 2023, the percentage of students meeting or above NAPLAN benchmark growth will increase to: Numeracy: 71% (2022)—92% (2023) (SSP Goal)</p> <p>By 2023, the percentage of positive endorsement for the following SSS factors will increase to: Teacher collaboration: 60% (2022)—80% (2023) (SSP Goal) Understand how to analyse data: 56% (2022)—80% (2023) (SSP Goal) Believe peer feedback improves practice: 78% (2022)—80% (2023) (SSP Goal)</p> <p>Well Being</p> <p>By 2023, the percentage of positive endorsement for the following AToSS factors will increase to:</p> <p>Social engagement: 86% (2022)—90% (2023) (SSP Goal) Effective classroom behaviour: 84% (2022)—90% (2023) (SSP Goal) Student voice and agency: 73% (2022) – 80% (2023) (SSP Goal)</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<p>Build staff understanding and confidence in effective Numeracy pedagogy.</p> <p>Build staff capacity in Numeracy content knowledge in order to plan effective lessons that are consistent with our agreed Instructional Model.</p>
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build assessment and differentiation practices through clear processes, professional learning and coaching.</p> <p>support teaching staff to develop their Numeracy content knowledge through professional learning and PLC processes.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their Numeracy content knowledge.</p> <p>use the assessment data from PLC cycles of inquiry to plan differentiated teaching and learning.</p> <p>ES will-</p> <p>support the students who need targeted learning intervention.</p> <p>Students will-</p> <p>engage in their learning, monitor their learning goals and evaluate their progress.</p>
Success Indicators	<p>Early Indicators</p> <p>Curriculum, Term and Weekly planning documentation will be consistent across the school and in line with the IM.</p> <p>Collegiate coaching sessions will be timetabled and documented.</p> <p>Late Indicators</p> <p>Consistency of Numeracy Delivery across the school.</p> <p>Victorian Curriculum judgements will show growth in learning, particularly numeracy- students receiving equity funding will be closely monitored and tracked for improvement.</p> <p>NAPLAN results will indicate growth across the school.</p> <p>Staff Survey factors: instructional leadership, collective efficacy.</p>
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 an Instructional Model for Numeracy which is supported through classroom observations, coaching and Learning Walks on a weekly basis to be included in our Teaching and Learning Handbook- Tier 1. LT employed to drive a consistent approach to Numeracy instruction across the school with a focus on the H.I.T.S and specifically differentiation. Equity funded students will be identified and tracked for numeracy progress during the year.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Embed classroom observations & audits to identify strengths and weaknesses of our numeracy delivery and the integrity of the IM to provide whole school coaching to develop consistency. eg as per WSW Mathematics Community of Learners priority	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	PLC Development- Whole School Numeracy Inquiry- All year. Leadership to monitor the progress of the middle leaders in order to measure the improvement in numeracy delivery across the school. Glenn Kane to mentor our PLC / Middle-level leaders	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Target PL for numeracy to improve our lesson planning and structure.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	<ul style="list-style-type: none"> - Top Ten Maths - Rob Vingerhoets- Effective Planning -Paul Swan - PD on solving NAPLAN-style worded problems <p>Whole School Curriculum Day- 15 May 2023.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader 	to: Term 4	
Activity 5	<p>Maths enrichment is targeted at students 12 months ahead to further engage and develop students in the 3 areas of maths. This program also incorporated the departments' VHAP program- Tier 2. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	0%
Activity 6	<p>Tutor Program - 12 months: Intervention/ tutoring sessions will be planned and specifically targeted at our Strategic Plan goals in the areas of Reading, Writing and Numeracy.</p> <p>Students identified based on teacher judgement / PAT Reading and Maths / DIBELS diagnostic assessments / Sound Write Diagnostic Assessments and student growth will be monitored, parents informed and supported to help at home and precise feedback given to classroom teachers- Tier 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
Activity 7	<p>Further, develop the capacity of our Dyslexia Support and intervention programs and staff through professional learning, supporting materials and professional reading to continue. Equity funded students will be identified, prioritised and tracked for progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%

Activity 8	Individualised Lit/ Num support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Individualised Lit/ Num support for PSD funded students- Tier 3.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	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	Develop, document and implement a whole school approach to Mental Health and Well-Being at WPS which reaches the personal and social capabilities outlined in the Victorian Curriculum.			
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build well-being practices through clear processes, professional learning, reflection and coaching.</p> <p>support teaching staff to develop their well-being content knowledge and to increase their awareness and understanding of mental health on student outcomes through professional learning and PLC processes.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their well-being content knowledge.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>ES will-</p> <p>have participated in professional learning to assist them to support the students who need targeted well-being and learning intervention.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Students will-</p> <p>engage in their learning, monitor their personal goals and evaluate their progress.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p>			

Success Indicators	<p>Early Indicators Well Being Survey- data analysed and outlying areas of concern identified. Early Attendance Data. Classroom climate and student behaviours monitored on compass.</p> <p>Late Indicators Student attendance data Wellbeing Audit results Major/minor student behaviour incident recording on Compass Survey results- Student, Parents, Staff</p>			
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	Implement Tier 1 program - Real Schools- to ensure a consistent whole school approach at the classroom level. MHF	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%

Activity 2	Implement Tier 1 program - Real Schools- to ensure a consistent whole school approach at the classroom level. Leading Teacher-Program purchase and professional learning. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for attendance during the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Implement Tier 2 program - Real Schools- intervention to ensure a consistent whole school approach at the classroom level including counselling. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for well-being during the year.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Needs-based individual and small group for Tier 2 intervention - specialised sensory room. Nurture Room Program. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for assistance during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 5	Implement Tier 3 program - Individualised support for non-PSD funded students. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for support during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%
Activity 6	Monitor and evaluate the implementation of the tiered approach to Well-being in the T/L Handbook. This will be done and communicated in the following ways: - Staff and student feedback/surveys - Learning Walks - Peer observation- and feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

	- Provision of Leadership and PLC Leader planning Days			
Activity 7	Implementation of Hands-on Learning (Men's Shed) engagement program.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 8	Re-invigorate the concert program.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	0%
Activity 9	Individualised well-being support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for progress during the year.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid-year monitoring

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>By 2023, the three year average percentage for students in the top two NAPLAN bands will increase to:</p> <p>Numeracy</p> <p>Year 3: 32% (2022)—43% (2023) (SSP Goal) Year 5: 16% (2022)—43% (2023) (SSP Goal)</p> <p>By 2023, the percentage of students meeting or above NAPLAN benchmark growth will increase to: Numeracy: 71% (2022)—92% (2023) (SSP Goal)</p> <p>By 2023, the percentage of positive endorsement for the following SSS factors will increase to: Teacher collaboration: 60% (2022)—80% (2023) (SSP Goal) Understand how to analyse data: 56% (2022)—80% (2023) (SSP Goal) Believe peer feedback improves practice: 78% (2022)—80% (2023) (SSP Goal)</p> <p>Well Being</p> <p>By 2023, the percentage of positive endorsement for the following AToSS factors will increase to:</p> <p>Social engagement: 86% (2022)—90% (2023) (SSP Goal) Effective classroom behaviour: 84% (2022)—90% (2023) (SSP Goal) Student voice and agency: 73% (2022) – 80% (2023) (SSP Goal)</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<p>Build staff understanding and confidence in effective Numeracy pedagogy.</p> <p>Build staff capacity in Numeracy content knowledge in order to plan effective lessons that are consistent with our agreed Instructional Model.</p>
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build assessment and differentiation practices through clear processes, professional learning and coaching.</p> <p>support teaching staff to develop their Numeracy content knowledge through professional learning and PLC processes.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their Numeracy content knowledge.</p> <p>use the assessment data from PLC cycles of inquiry to plan differentiated teaching and learning.</p> <p>ES will-</p> <p>support the students who need targeted learning intervention.</p> <p>Students will-</p> <p>engage in their learning, monitor their learning goals and evaluate their progress.</p>
Success Indicators	<p>Early Indicators</p> <p>Curriculum, Term and Weekly planning documentation will be consistent across the school and in line with the IM.</p> <p>Collegiate coaching sessions will be timetabled and documented.</p> <p>Late Indicators</p> <p>Consistency of Numeracy Delivery across the school.</p> <p>Victorian Curriculum judgements will show growth in learning, particularly numeracy- students receiving equity funding will be closely monitored and tracked for improvement.</p> <p>NAPLAN results will indicate growth across the school.</p> <p>Staff Survey factors: instructional leadership, collective efficacy.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload Evidence				
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Activity 2	Embed classroom observations & audits to identify strengths and weaknesses of our numeracy delivery and the integrity of the IM to provide whole school coaching to develop consistency. eg as per WSW Mathematics Community of Learners priority	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	PLC Development- Whole School Numeracy Inquiry- All year. Leadership to monitor the progress of the middle leaders in order to measure the improvement in numeracy delivery across the school. Glenn Kane to mentor our PLC / Middle-level leaders	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Target PL for numeracy to improve our lesson planning and structure.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	<ul style="list-style-type: none"> - Top Ten Maths - Rob Vingerhoets- Effective Planning -Paul Swan - PD on solving NAPLAN-style worded problems <p>Whole School Curriculum Day- 15 May 2023.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader 	to: Term 4	
Activity 5	<p>Maths enrichment is targeted at students 12 months ahead to further engage and develop students in the 3 areas of maths. This program also incorporated the departments' VHAP program- Tier 2. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	0%
Activity 6	<p>Tutor Program - 12 months: Intervention/ tutoring sessions will be planned and specifically targeted at our Strategic Plan goals in the areas of Reading, Writing and Numeracy.</p> <p>Students identified based on teacher judgement / PAT Reading and Maths / DIBELS diagnostic assessments / Sound Write Diagnostic Assessments and student growth will be monitored, parents informed and supported to help at home and precise feedback given to classroom teachers- Tier 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
Activity 7	<p>Further, develop the capacity of our Dyslexia Support and intervention programs and staff through professional learning, supporting materials and professional reading to continue. Equity funded students will be identified, prioritised and tracked for progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%

Activity 8	Individualised Lit/ Num support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Individualised Lit/ Num support for PSD funded students- Tier 3.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	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	Develop, document and implement a whole school approach to Mental Health and Well-Being at WPS which reaches the personal and social capabilities outlined in the Victorian Curriculum.			
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build well-being practices through clear processes, professional learning, reflection and coaching.</p> <p>support teaching staff to develop their well-being content knowledge and to increase their awareness and understanding of mental health on student outcomes through professional learning and PLC processes.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their well-being content knowledge.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>ES will-</p> <p>have participated in professional learning to assist them to support the students who need targeted well-being and learning intervention.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Students will-</p> <p>engage in their learning, monitor their personal goals and evaluate their progress.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p>			

Success Indicators	<p>Early Indicators Well Being Survey- data analysed and outlying areas of concern identified. Early Attendance Data. Classroom climate and student behaviours monitored on compass.</p> <p>Late Indicators Student attendance data Wellbeing Audit results Major/minor student behaviour incident recording on Compass Survey results- Student, Parents, Staff</p>			
Delivery of the annual actions for this KIS				
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Barriers				
Commentary on progress				
Future planning				
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Activity 3	Implement Tier 2 program - Real Schools- intervention to ensure a consistent whole school approach at the classroom level including counselling. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for well-being during the year.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
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Activity 5	Implement Tier 3 program - Individualised support for non-PSD funded students. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for support during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%
Activity 6	Monitor and evaluate the implementation of the tiered approach to Well-being in the T/L Handbook. This will be done and communicated in the following ways: - Staff and student feedback/surveys - Learning Walks - Peer observation- and feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

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Activity 7	Implementation of Hands-on Learning (Men's Shed) engagement program.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
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Activity 9	Individualised well-being support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for progress during the year.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Term 3 monitoring (optional)

<p>Goal 1</p>	<p>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.</p>
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Actions	<p>Build staff understanding and confidence in effective Numeracy pedagogy.</p> <p>Build staff capacity in Numeracy content knowledge in order to plan effective lessons that are consistent with our agreed Instructional Model.</p>
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build assessment and differentiation practices through clear processes, professional learning and coaching.</p> <p>support teaching staff to develop their Numeracy content knowledge through professional learning and PLC processes.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their Numeracy content knowledge.</p> <p>use the assessment data from PLC cycles of inquiry to plan differentiated teaching and learning.</p> <p>ES will-</p> <p>support the students who need targeted learning intervention.</p> <p>Students will-</p> <p>engage in their learning, monitor their learning goals and evaluate their progress.</p>
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Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload Evidence				
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Activity 3	PLC Development- Whole School Numeracy Inquiry- All year. Leadership to monitor the progress of the middle leaders in order to measure the improvement in numeracy delivery across the school. Glenn Kane to mentor our PLC / Middle-level leaders	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Target PL for numeracy to improve our lesson planning and structure.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	<ul style="list-style-type: none"> - Top Ten Maths - Rob Vingerhoets- Effective Planning -Paul Swan - PD on solving NAPLAN-style worded problems <p>Whole School Curriculum Day- 15 May 2023.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader 	to: Term 4	
Activity 5	<p>Maths enrichment is targeted at students 12 months ahead to further engage and develop students in the 3 areas of maths. This program also incorporated the departments' VHAP program- Tier 2. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	0%
Activity 6	<p>Tutor Program - 12 months: Intervention/ tutoring sessions will be planned and specifically targeted at our Strategic Plan goals in the areas of Reading, Writing and Numeracy.</p> <p>Students identified based on teacher judgement / PAT Reading and Maths / DIBELS diagnostic assessments / Sound Write Diagnostic Assessments and student growth will be monitored, parents informed and supported to help at home and precise feedback given to classroom teachers- Tier 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
Activity 7	<p>Further, develop the capacity of our Dyslexia Support and intervention programs and staff through professional learning, supporting materials and professional reading to continue. Equity funded students will be identified, prioritised and tracked for progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%

Activity 8	Individualised Lit/ Num support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
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KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop, document and implement a whole school approach to Mental Health and Well-Being at WPS which reaches the personal and social capabilities outlined in the Victorian Curriculum.			
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build well-being practices through clear processes, professional learning, reflection and coaching.</p> <p>support teaching staff to develop their well-being content knowledge and to increase their awareness and understanding of mental health on student outcomes through professional learning and PLC processes.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their well-being content knowledge.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>ES will-</p> <p>have participated in professional learning to assist them to support the students who need targeted well-being and learning intervention.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Students will-</p> <p>engage in their learning, monitor their personal goals and evaluate their progress.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p>			

Success Indicators	<p>Early Indicators Well Being Survey- data analysed and outlying areas of concern identified. Early Attendance Data. Classroom climate and student behaviours monitored on compass.</p> <p>Late Indicators Student attendance data Wellbeing Audit results Major/minor student behaviour incident recording on Compass Survey results- Student, Parents, Staff</p>			
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	Implement Tier 1 program - Real Schools- to ensure a consistent whole school approach at the classroom level. MHF	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%

Activity 2	Implement Tier 1 program - Real Schools- to ensure a consistent whole school approach at the classroom level. Leading Teacher-Program purchase and professional learning. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for attendance during the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Implement Tier 2 program - Real Schools- intervention to ensure a consistent whole school approach at the classroom level including counselling. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for well-being during the year.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Needs-based individual and small group for Tier 2 intervention - specialised sensory room. Nurture Room Program. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for assistance during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 5	Implement Tier 3 program - Individualised support for non-PSD funded students. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for support during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%
Activity 6	Monitor and evaluate the implementation of the tiered approach to Well-being in the T/L Handbook. This will be done and communicated in the following ways: - Staff and student feedback/surveys - Learning Walks - Peer observation- and feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

	- Provision of Leadership and PLC Leader planning Days			
Activity 7	Implementation of Hands-on Learning (Men's Shed) engagement program.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 8	Re-invigorate the concert program.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	0%
Activity 9	Individualised well-being support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for progress during the year.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	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	<p>By 2023, the three year average percentage for students in the top two NAPLAN bands will increase to:</p> <p>Numeracy</p> <p>Year 3: 32% (2022)—43% (2023) (SSP Goal) Year 5: 16% (2022)—43% (2023) (SSP Goal)</p> <p>By 2023, the percentage of students meeting or above NAPLAN benchmark growth will increase to: Numeracy: 71% (2022)—92% (2023) (SSP Goal)</p> <p>By 2023, the percentage of positive endorsement for the following SSS factors will increase to: Teacher collaboration: 60% (2022)—80% (2023) (SSP Goal) Understand how to analyse data: 56% (2022)—80% (2023) (SSP Goal) Believe peer feedback improves practice: 78% (2022)—80% (2023) (SSP Goal)</p> <p>Well Being</p> <p>By 2023, the percentage of positive endorsement for the following AToSS factors will increase to:</p> <p>Social engagement: 86% (2022)—90% (2023) (SSP Goal) Effective classroom behaviour: 84% (2022)—90% (2023) (SSP Goal) Student voice and agency: 73% (2022) – 80% (2023) (SSP Goal)</p>
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	<p>Build staff understanding and confidence in effective Numeracy pedagogy.</p> <p>Build staff capacity in Numeracy content knowledge in order to plan effective lessons that are consistent with our agreed Instructional Model.</p>
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build assessment and differentiation practices through clear processes, professional learning and coaching.</p> <p>support teaching staff to develop their Numeracy content knowledge through professional learning and PLC processes.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their Numeracy content knowledge.</p> <p>use the assessment data from PLC cycles of inquiry to plan differentiated teaching and learning.</p> <p>ES will-</p> <p>support the students who need targeted learning intervention.</p> <p>Students will-</p> <p>engage in their learning, monitor their learning goals and evaluate their progress.</p>
Success Indicators	<p>Early Indicators</p> <p>Curriculum, Term and Weekly planning documentation will be consistent across the school and in line with the IM.</p> <p>Collegiate coaching sessions will be timetabled and documented.</p> <p>Late Indicators</p> <p>Consistency of Numeracy Delivery across the school.</p> <p>Victorian Curriculum judgements will show growth in learning, particularly numeracy- students receiving equity funding will be closely monitored and tracked for improvement.</p> <p>NAPLAN results will indicate growth across the school.</p> <p>Staff Survey factors: instructional leadership, collective efficacy.</p>
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 an Instructional Model for Numeracy which is supported through classroom observations, coaching and Learning Walks on a weekly basis to be included in our Teaching and Learning Handbook- Tier 1. LT employed to drive a consistent approach to Numeracy instruction across the school with a focus on the H.I.T.S and specifically differentiation. Equity funded students will be identified and tracked for numeracy progress during the year.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Embed classroom observations & audits to identify strengths and weaknesses of our numeracy delivery and the integrity of the IM to provide whole school coaching to develop consistency. eg as per WSW Mathematics Community of Learners priority	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	PLC Development- Whole School Numeracy Inquiry- All year. Leadership to monitor the progress of the middle leaders in order to measure the improvement in numeracy delivery across the school. Glenn Kane to mentor our PLC / Middle-level leaders	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Target PL for numeracy to improve our lesson planning and structure.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	<ul style="list-style-type: none"> - Top Ten Maths - Rob Vingerhoets- Effective Planning -Paul Swan - PD on solving NAPLAN-style worded problems <p>Whole School Curriculum Day- 15 May 2023.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader 	to: Term 4	
Activity 5	<p>Maths enrichment is targeted at students 12 months ahead to further engage and develop students in the 3 areas of maths. This program also incorporated the departments' VHAP program- Tier 2. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	0%
Activity 6	<p>Tutor Program - 12 months: Intervention/ tutoring sessions will be planned and specifically targeted at our Strategic Plan goals in the areas of Reading, Writing and Numeracy.</p> <p>Students identified based on teacher judgement / PAT Reading and Maths / DIBELS diagnostic assessments / Sound Write Diagnostic Assessments and student growth will be monitored, parents informed and supported to help at home and precise feedback given to classroom teachers- Tier 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
Activity 7	<p>Further, develop the capacity of our Dyslexia Support and intervention programs and staff through professional learning, supporting materials and professional reading to continue. Equity funded students will be identified, prioritised and tracked for progress during the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%

Activity 8	Individualised Lit/ Num support for non-PSD funded students- Tier 3. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for numeracy progress during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Individualised Lit/ Num support for PSD funded students- Tier 3.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	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	Develop, document and implement a whole school approach to Mental Health and Well-Being at WPS which reaches the personal and social capabilities outlined in the Victorian Curriculum.			
Outcomes	<p>Leaders will-</p> <p>support teaching staff to build well-being practices through clear processes, professional learning, reflection and coaching.</p> <p>support teaching staff to develop their well-being content knowledge and to increase their awareness and understanding of mental health on student outcomes through professional learning and PLC processes.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Teachers will-</p> <p>have participated in professional learning and collegiate coaching to improve their well-being content knowledge.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>ES will-</p> <p>have participated in professional learning to assist them to support the students who need targeted well-being and learning intervention.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p> <p>Students will-</p> <p>engage in their learning, monitor their personal goals and evaluate their progress.</p> <p>model the school values- confidence, pride, curiosity and positivity through their interactions with staff, students and parents.</p>			

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Commentary on progress				
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Activity 5	Implement Tier 3 program - Individualised support for non-PSD funded students. Equity funded students including EAL, & Koorie will be identified, prioritised and tracked for support during the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%
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	- Provision of Leadership and PLC Leader planning Days			
Activity 7	Implementation of Hands-on Learning (Men's Shed) engagement program.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
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Monitoring and Self-assessment - 2023

SEIL Feedback