

2023 Annual Implementation Plan

for improving student outcomes

Wattle Park Primary School (3841)



Submitted for review by Steven Donohue (School Principal) on 19 December, 2022 at 09:56 AM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 01 February, 2023 at 08:45 AM
Endorsed by Alicia Rennie (School Council President) on 22 February, 2023 at 02:58 PM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Work has continued to progress in developing a shared understanding and common practices to build a positive school climate for learning and wellbeing for every student at WPPS. Our Positive Climate for Learning team has led the development of our WPPS Social and Emotional Learning (SEL) Scope and Sequence incorporating RRR, Smiling Mind and other practices. Embedding student voice in our curriculum development and school wide expectations has resulted in improved outcomes, particularly in our senior school.</p>
---------------------------------------	--

	<p>PLC structures were used to develop and implement a whole school approach to peer observations by both our Learning Specialist and various teachers. This was designed using a 'point of need' structure so individual teachers could access coaching and feedback for specific including content and class management. In conjunction with our Learning Specialist, our year level teams and Strategic Planning Teams have worked extensively to refine, embed and document a whole school approach to numeracy.</p> <p>Staff have built their capability in data and assessment literacy to ensure teaching and learning at students' point of need, including formative assessment and moderation of teacher judgements, through PLCs. This has been pursued using various techniques including: the extraction, exploration, investigation and analysis of data sets available through Essential Assessment, NAPLAN SSSR data and PAT Maths.</p> <p>WPPS continues its community development of a common language, understanding and practice which supports student learning, participation and sense of belonging. Through raising the profile of our school norms by embedding them into the WPPS House System has resulted in a greater sense of pride and endeavour to strive to work for others. Our School Representative Council (SRC) has worked with our Student Leaders to create, plan and follow through many Student Voice Initiatives.</p>
<p>Considerations for 2023</p>	<p>Utilisation of our Learning Specialist to further enhance our student outcomes Further inclusion of student voice in curriculum content Focus on wellbeing of both staff and students for promotion of community health A development of associations with outside institutions including Deakin University so we can access support for students who require assistance to further develop their academic outcomes</p>
<p>Documents that support this plan</p>	<p>1. RE_ Connecting Deakin and Wattle Park PS.pdf (0.54 MB) 2. RE_ Introduction.pdf (0.44 MB) 2023 WPPS ATSS Community Connectedness.png (0.11 MB) 2023 WPPS ATSS Student Voice and Agency.png (0.11 MB) 2023 WPPS ATSS Teacher Concern.png (0.1 MB) 2023 WPPS SEL.xlsx (0.04 MB) 2023 Year 6 Leadership Positions _ Student Voice initiatives _ Opportunities.xlsx (0.67 MB) 2023.05.23 Spelling at WPPS.pptx (8.35 MB) 2023.08.08 Spelling Mastery PD COPY.pptx (6.79 MB) 2023.09.06 Level Specialists PLC Meeting 2023.pdf (0.84 MB) 2023.10.03 Fractions PLC Data T3 2023.pdf (0.09 MB) 2023.10.17 Sounds Write P.D.pdf (1.39 MB)</p>

2023.10.27 School Newsletter.pdf (4.37 MB)
2023.11.03 School Newsletter.pdf (2.29 MB)
2023.11.10 School Newsletter.pdf (1.64 MB)
2023.11.21 Analysing PAT Data - Nov 2023.pdf (0.16 MB)
2023.11.24 School Newsletter.pdf (14.1 MB)
2023_ WPPS Mathematics Observation Template.docx (0.31 MB)
3. Re_ Few quick questions _-).pdf (0.25 MB)
Copy of AERO-Introduction-to-the-science-of-reading.pdf (0.51 MB)
End of Week Check-In.pdf (0.39 MB)
Explicit Direct Instruction.pptx (2.41 MB)
Introduction to Smiling Mind.pdf (0.47 MB)
Learning Specialist 2023 - Weekly Assistance - Classroom Learning Specialist __.xlsx (0.01 MB)
Maths Games PL_ July 2023.pptx (0.58 MB)
Maths PL March 2023.pptx (2.94 MB)
Maths Vocabulary - June 2023.pptx (1.34 MB)
moderation staff meeting 16.5.pptx (0.11 MB)
Restorative practice chat.png (0.53 MB)
Term 2 2023 Teacher Writing Moderation Instructions.docx (0.08 MB)
Term 2 Moderation Introduction.pptx (1.18 MB)
Term 4 2023 Teacher Writing Moderation Instructions.docx (0.08 MB)
WPPS Writing Criteria Sheets.docx (0.2 MB)
WPPS-Literacy Observation Template 2023.docx (0.31 MB)
Yr 1-2 (Term 1, 2023) - Personal and Social Capability Curriculum.docx (0.91 MB)
Yr 1-2 (Term 2) - Personal and Social Capability Curriculum.docx (0.91 MB)
Yr 3-4 Personal and Social Capability Curriculum.docx (1.21 MB)
Yr 5-6 - Term 1- Personal and Social Capability Curriculum.docx (0.91 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING NAPLAN – top two bands Increase the percentage of students achieving in the top bands - Year 3 Reading from 87% (2022) to 90% in 2023 (SSP 75%)- Year 3 Numeracy from 61% (2022) to 65% in 2023 (SSP 65%) Increase the percentage of students achieving in the top bands in Year 5 in:- Reading from 68% in 2022 to 71% in 2023 (SSP 75%)- Numeracy from 53% in 2022 to 63% in 2023 (SSP 75%) NAPLAN – benchmark growth Increase the percentage of students achieving above benchmark growth in Numeracy from 10% (2021) to 20% in 2023 (SSP 25%) Decrease the percentage of students achieving low benchmark growth in:- Reading from 21% (2021) to 15% in 2023 (SSP 10%)- Writing from 17% (2021) to 13% in 2023 (SSP 10%)- Numeracy from 31% (2021) to 18% in 2023 (SSP 10%) Teacher Judgement data Increase the percentage of students achieving above expected level for teacher judgements from Foundation to Year 6 in:- Writing from XX% in 2022 to 30% in 2023 (SSP 35%) School Staff Survey Increase the positive endorsement for:- Increase the positive endorsement for Professional Learning through Peer Observation 20% in</p>

			<p>2022 to 50% in 2023 (SSP 80%)Attitude to School Survey- Increase the positive endorsement for Teacher concern from 69% in 2022 to 78% in 2023 (SSP 95%)- Increase the positive endorsement for Sense of connectedness from 80% in 2022 to 85% in 2023 (SSP 90%)WELLBEINGAttitude to School Survey- Increase the positive endorsement for Student voice and agency from 67% in 2022 to 80% in 2023 (SSP 90%)- Increase the positive endorsement for Resilience from 63% in 2022 to 75% in 2023 (SSP 94%_ - Increase the positive endorsement for Motivation and interest from 80% in 2022 to 88% in 2023 (SSP 94%)School Staff Survey- Increase the positive endorsement for Promote student ownership of learning from 70% in 2022 to 75% in 2023 (SSP 80%)- Increase the positive endorsement for Plan differentiated learning activities from 90% in 2022 to 92% in 2023 (SSP 80%)- Increase the positive endorsement for Seek feedback to improve practice from 60% in 2022 to 72% in 2023. (SSP 85%)</p>
Improve student learning outcomes in literacy and numeracy.	No	<p>NAPLAN – top two bands</p> <ul style="list-style-type: none"> • increase the percentage of students achieving in the top bands in Year 3 Reading from 65 per cent in 2019 to 75 per cent in 2024 and in Year 3 Numeracy from 59 per cent in 2019 to 65 per cent in 2024 • increase the percentage of students achieving in the top bands in Year 5 Reading from 63 per cent in 2019 to 75 per cent in 2024 and Year 5 Numeracy from 68 per cent in 2019 to 75 per cent in 2024. 	

		<p>NAPLAN – benchmark growth</p> <ul style="list-style-type: none"> • increase the percentage of students achieving high benchmark growth in Numeracy from 15 per cent in 2019 to 25 per cent in 2024 • decrease the percentage of students achieving low benchmark growth in Reading from 21 per cent in 2019 to 10 per cent in 2024, in Writing from 18 per cent in 2019 to 10 per cent in 2024 and in Numeracy from 18 per cent in 2019 to 10 per cent in 2024. 	
		<p>Teacher Judgement data</p> <ul style="list-style-type: none"> • increase the percentage of students achieving above expected level for teacher judgements from Foundation to Year 6 in Writing from 24 per cent in 2020 to 35 per cent in 2024. 	
<p>To maximise student learning growth across all learning areas [suggested edit: To maximise student engagement in learning across all learning areas / To enhance student engagement in all learning areas]</p>	<p>No</p>	<p>School Staff Survey</p> <ul style="list-style-type: none"> • increase the positive endorsement for Feedback in the Professional Learning module from 74 per cent in 2019 to 85 per cent in 2024 • increase the positive endorsement for Professional Learning through Peer Observation in the Teaching and Learning – Practice Improvement module from 62 per cent in 2019 to 80 per cent in 2024. 	
		<p>Attitude to School Survey</p> <ul style="list-style-type: none"> • increase the positive endorsement for Teacher concern from 87 per cent in 2019 to 95 per cent in 2024 • increase the positive endorsement for Sense of connectedness from 82 per cent in 2019 to 90 per cent in 2024. 	
<p>To empower student learning through student voice, agency and leadership.</p>	<p>No</p>	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> • increase the positive endorsement for Student voice and agency from 79 per cent in 2019 to 90 per cent in 2024 	

		<ul style="list-style-type: none"> • increase the positive endorsement for Resilience from 87 per cent in 2019 to 94 per cent in 2024 • increase the positive endorsement for Motivation and interest from 87 per cent in 2019 to 94 per cent in 2024. 	
		<p>School Staff Survey</p> <ul style="list-style-type: none"> • increase the positive endorsement for Promote student ownership of learning from 67 per cent in 2019 to 80 per cent in 2024 • increase the positive endorsement for Plan differentiated learning activities from 71 per cent in 2019 to 80 per cent in 2024 • increase the positive endorsement for Seek feedback to improve practice from 76 per cent in 2019 to 85 per cent in 2024. 	

Goal 1	<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>
12-month target 1.1-month target	<p>LEARNING</p> <p>NAPLAN – top two bands</p> <p>Increase the percentage of students achieving in the top bands</p> <ul style="list-style-type: none"> - Year 3 Reading from 87% (2022) to 90% in 2023 (SSP 75%) - Year 3 Numeracy from 61% (2022) to 65% in 2023 (SSP 65%) <p>Increase the percentage of students achieving in the top bands in Year 5 in:</p> <ul style="list-style-type: none"> - Reading from 68% in 2022 to 71% in 2023 (SSP 75%) - Numeracy from 53% in 2022 to 63% in 2023 (SSP 75%) <p>NAPLAN – benchmark growth</p> <p>Increase the percentage of students achieving above benchmark growth in Numeracy from 10% (2021) to 20% in 2023 (SSP 25%)</p>

Decrease the percentage of students achieving low benchmark growth in:

- Reading from 21% (2021) to 15% in 2023 (SSP 10%)
- Writing from 17% (2021) to 13% in 2023 (SSP 10%)
- Numeracy from 31% (2021) to 18% in 2023 (SSP 10%)

Teacher Judgement data

Increase the percentage of students achieving above expected level for teacher judgements from Foundation to Year 6 in:

- Writing from XX% in 2022 to 30% in 2023 (SSP 35%)

School Staff Survey

Increase the positive endorsement for:

- Increase the positive endorsement for Professional Learning through Peer Observation 20% in 2022 to 50% in 2023 (SSP 80%)

Attitude to School Survey

- Increase the positive endorsement for Teacher concern from 69% in 2022 to 78% in 2023 (SSP 95%)
- Increase the positive endorsement for Sense of connectedness from 80% in 2022 to 85% in 2023 (SSP 90%)

WELLBEING

Attitude to School Survey

- Increase the positive endorsement for Student voice and agency from 67% in 2022 to 80% in 2023 (SSP 90%)
- Increase the positive endorsement for Resilience from 63% in 2022 to 75% in 2023 (SSP 94%)
- Increase the positive endorsement for Motivation and interest from 80% in 2022 to 88% in 2023 (SSP 94%)

School Staff Survey

- Increase the positive endorsement for Promote student ownership of learning from 70% in 2022 to 75% in 2023 (SSP 80%)
- Increase the positive endorsement for Plan differentiated learning activities from 90% in 2022 to 92% in 2023 (SSP 80%)
- Increase the positive endorsement for Seek feedback to improve practice from 60% in 2022 to 72% in 2023. (SSP 85%)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define actions, outcomes, success indicators and activities

<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 target</p>	<p>LEARNING</p> <p>NAPLAN – top two bands</p> <p>Increase the percentage of students achieving in the top bands</p> <ul style="list-style-type: none"> - Year 3 Reading from 87% (2022) to 90% in 2023 (SSP 75%) - Year 3 Numeracy from 61% (2022) to 65% in 2023 (SSP 65%) <p>Increase the percentage of students achieving in the top bands in Year 5 in:</p> <ul style="list-style-type: none"> - Reading from 68% in 2022 to 71% in 2023 (SSP 75%) - Numeracy from 53% in 2022 to 63% in 2023 (SSP 75%) <p>NAPLAN – benchmark growth</p> <p>Increase the percentage of students achieving above benchmark growth in Numeracy from 10% (2021) to 20% in 2023 (SSP 25%)</p> <p>Decrease the percentage of students achieving low benchmark growth in:</p> <ul style="list-style-type: none"> - Reading from 21% (2021) to 15% in 2023 (SSP 10%) - Writing from 17% (2021) to 13% in 2023 (SSP 10%) - Numeracy from 31% (2021) to 18% in 2023 (SSP 10%) <p>Teacher Judgement data</p> <p>Increase the percentage of students achieving above expected level for teacher judgements from Foundation to Year 6 in:</p> <ul style="list-style-type: none"> - Writing from XX% in 2022 to 30% in 2023 (SSP 35%) <p>School Staff Survey</p>

	<p>Increase the positive endorsement for:</p> <ul style="list-style-type: none"> - Increase the positive endorsement for Professional Learning through Peer Observation 20% in 2022 to 50% in 2023 (SSP 80%) <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Increase the positive endorsement for Teacher concern from 69% in 2022 to 78% in 2023 (SSP 95%) - Increase the positive endorsement for Sense of connectedness from 80% in 2022 to 85% in 2023 (SSP 90%) <p>WELLBEING</p> <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Increase the positive endorsement for Student voice and agency from 67% in 2022 to 80% in 2023 (SSP 90%) - Increase the positive endorsement for Resilience from 63% in 2022 to 75% in 2023 (SSP 94%) - Increase the positive endorsement for Motivation and interest from 80% in 2022 to 88% in 2023 (SSP 94%) <p>School Staff Survey</p> <ul style="list-style-type: none"> - Increase the positive endorsement for Promote student ownership of learning from 70% in 2022 to 75% in 2023 (SSP 80%) - Increase the positive endorsement for Plan differentiated learning activities from 90% in 2022 to 92% in 2023 (SSP 80%) - Increase the positive endorsement for Seek feedback to improve practice from 60% in 2022 to 72% in 2023. (SSP 85%)
<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>
<p>Actions</p>	<ul style="list-style-type: none"> * Use PLC structures to develop and implement a whole school approach to peer observations, coaching and feedback. * Build teacher capability in data and assessment literacy to ensure teaching and learning at students' point of need, including formative assessment and moderation of teacher judgements, through PLCs. * Refine, embed and document a whole school approach to numeracy (e.g. vision for mathematics, instructional

	model, approaches to differentiation, pedagogical strategies, lesson types) * Embed the agreed instructional model in Literacy.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide time resourcing and professional learning to support effective implementation of PLCs, including peer observations, formative assessment and moderation - Engage with DET and NEVR supports to lead, facilitate and enable improvement in the whole school approach to numeracy - Track and audit current practices in assessment, data literacy, PLCs and use of the instructional model to focus professional learning and supports. <p>Teachers will:</p> <ul style="list-style-type: none"> - Engage in PLC inquiry cycles, peer observations, moderation and data analysis (including formative assessment) to improve student outcomes and teacher practice. - Trial and evaluate newly introduced numeracy pedagogical strategies - Actively engage in professional dialogue and reflect on current practices and next steps. <p>Students will:</p> <ul style="list-style-type: none"> - Engage in learning experiences at their point of need. - Experience varied, engaging, authentic and meaningful numeracy learning experiences 			
Success Indicators	PLC minutes and agendas Collaborative planning documents			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide whole staff professional learning in highly effective PLCs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Access regional PLC supports to provide PLC coaching for PLC leader.	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Provide opportunities for PLCs to trial and reflect upon new ideas and strategies developed through whole staff professional learning about highly effective PLC practices.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00
PLC Leaders meetings provide opportunities to reflect on and align PLC practices.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning on peer observation, coaching and feedback. (e.g. Professional readings, consultants, regional supports) (AITSL, DET Professional Practice Booklet, https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Establish structures and processes to enable peer observation, coaching and feedback.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement, trial and reflect on the newly established peer observations, coaching and feedback process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Survey/consult staff to identify assessment tools where they would benefit from additional professional learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders		to: Term 4	
Undertake professional learning in analysing assessment data with specific assessment tools, to inform next steps in teaching. (e.g. Fountas and Pinnell, Essential Assessment)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support teachers to undertake formative and summative writing moderation, with tools aligned to the Victorian Curriculum (e.g. NEVR Writing Moderation Guide)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage with area and network numeracy improvement professional learning opportunities to develop a clear action plan to improve student numeracy outcomes.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00
Provide professional learning opportunities in evidence-based numeracy pedagogical strategies.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Develop, document and implement a whole school Mathematics approach (e.g. vision for mathematics, instructional model, approaches to differentiation, pedagogical strategies, lesson types)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Co-create a whole staff outline of the Wattle Park Instructional model in literacy, including highly effective teaching strategies (HITS).	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review implementation of the instructional model in Literacy. (Surveys, reflective discussions)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning on aspects of the Literacy Instructional Model, as indicated by review.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> * Begin the development of a common language, understanding and practice of student voice, agency and leadership within the school community. * Utilise student focus groups to gather student perspectives on opportunities for voice, agency and leadership. * Embed current whole school practices that support student mental health and wellbeing. * Embed whole school processes and protocols to support student attendance. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> * Source appropriate Professional Development regarding whole school practices that support student mental health and wellbeing. * Schedule focus groups to gather student perspectives on opportunities for voice, agency and leadership. * Establish targeted professional learning and collaborative opportunities to embed whole school processes and protocols to support student attendance. <p>Teachers will:</p> <ul style="list-style-type: none"> * Meet in PLCs to analyse and evaluate student perspectives on opportunities for voice, agency and leadership. * Collaboratively investigate, evaluate, plan and implement whole school processes and protocols to support student attendance. 			

	<p>* Engage in professional learning and trial strategies to support student mental health and well being.</p> <p>Students will:</p> <ul style="list-style-type: none"> * Increase their voice, agency and leadership within the school community. * Supported by established protocols to increase their school attendance * Supported by established protocols to promote and maintain their mental health and wellbeing 			
Success Indicators	<ul style="list-style-type: none"> * Vertical and horizontal alignment of a common language throughout the school to establish student voice, agency and leadership within the school community. * Minutes/notes from PLCs that indicate results from student focus groups have created a positive change promoting student voice, agency and leadership * Student engagement in school wellbeing programs is evident including via feedback, participation, SRC, classroom observations and student led initiatives * Students have a positive attitude to attendance, feel connected to the school and data indicates increased attendance. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff undertake professional reading in student voice, agency and leadership. (Amplify, ARC Education Events, https://fuse.education.vic.gov.au/pages/amplify)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$0.00
Develop shared staff definitions of student voice, agency and leadership. (AMPLIFY, AToSS survey questions and guide)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$0.00
Investigate best practice in student voice, agency and leadership within the school community. (Professional learning and school visits)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$1,500.00

Conduct student forums to gather student perspectives on opportunities for voice, agency and leadership at Wattle Park PS.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Organise, present and reflect upon information gathered from student forums with whole staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Map, document and publish (staff and/or community) Wattle Park practices that promote student mental health and wellbeing.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Select and refine identified practices that support student wellbeing, where needed.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate DET resources to support students with high levels of absenteeism.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Evaluate, select and put into place strategies to support students with high levels of absenteeism. (Attendance plans, https://www2.education.vic.gov.au/pal/attendance/resources)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
--	--	--	---------------	--

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$12,828.00	\$0.00	\$12,828.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$12,828.00	\$0.00	\$12,828.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide whole staff professional learning in highly effective PLCs.	\$2,000.00
Totals	\$2,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide whole staff professional learning in highly effective PLCs.	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed
Provide whole staff professional learning in highly effective PLCs.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist
Access regional PLC supports to provide PLC coaching for PLC leader.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources <p>EIL Lisa Cuthbert PLC - Professional readings https://www.education.vic</p>
Provide opportunities for PLCs to trial and reflect upon new ideas and strategies developed through whole staff professional learning about highly effective PLC practices.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for

		to: Term 4	including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	learning sessions	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching <input checked="" type="checkbox"/> Numeracy leader
PLC Leaders meetings provide opportunities to reflect on and align PLC practices.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching <input checked="" type="checkbox"/> Numeracy leader
Provide professional learning on peer observation, coaching and feedback. (e.g. Professional readings, consultants, regional supports) (AITSL, DET Professional Practice Booklet, https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=professional_dev)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resource Peer_observation_feedba https://www.education.vic <input checked="" type="checkbox"/> Numeracy leader
Establish structures and processes to enable peer observation, coaching and feedback.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resource Peer_observation_feedba https://www.education.vic

	<ul style="list-style-type: none"> ✔ PLC leaders 		<ul style="list-style-type: none"> ✔ Individualised reflection 	<ul style="list-style-type: none"> ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Numeracy leader
Implement, trial and reflect on the newly established peer observations, coaching and feedback process.	<ul style="list-style-type: none"> ✔ All staff ✔ Leadership team ✔ Learning specialist(s) ✔ PLC leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Peer observation including feedback and reflection ✔ Formalised PLC/PLTs ✔ Demonstration lessons 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✔ PLC Initiative ✔ Internal staff ✔ Departmental resource <p>Peer_observation_feedback https://www.education.vic</p> <ul style="list-style-type: none"> ✔ Numeracy leader
Survey/consult staff to identify assessment tools where they would benefit from additional professional learning.	<ul style="list-style-type: none"> ✔ All staff ✔ Leadership team ✔ Learning specialist(s) ✔ PLC leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning Preparation ✔ Curriculum development 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✔ PLC Initiative ✔ Internal staff ✔ Numeracy leader
Undertake professional learning in analysing assessment data with specific assessment tools, to inform next steps in teaching. (e.g. Fountas and Pinnell, Essential Assessment)	<ul style="list-style-type: none"> ✔ All staff ✔ Learning specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning Preparation ✔ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ SEIL ✔ PLC Initiative ✔ Internal staff ✔ Departmental resource <p>Professional Learning Kit</p>

<p>Support teachers to undertake formative and summative writing moderation, with tools aligned to the Victorian Curriculum (e.g. NEVR Writing Moderation Guide)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resource <p>Professional Learning Kit</p>
<p>Engage with area and network numeracy improvement professional learning opportunities to develop a clear action plan to improve student numeracy outcomes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resource <input checked="" type="checkbox"/> Practice Principles for <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching <input checked="" type="checkbox"/> Numeracy leader <p>Professional Learning Kit</p>
<p>Provide professional learning opportunities in evidence-based numeracy pedagogical strategies.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resource <input checked="" type="checkbox"/> Numeracy leader <p>Professional Learning Kit</p>

<p>Develop, document and implement a whole school Mathematics approach (e.g. vision for mathematics, instructional model, approaches to differentiation, pedagogical strategies, lesson types)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching <input checked="" type="checkbox"/> Numeracy leader
<p>Co-create a whole staff outline of the Wattle Park Instructional model in literacy, including highly effective teaching strategies (HITS).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching
<p>Review implementation of the instructional model in Literacy. (Surveys, reflective discussions)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resource (AITSL, DET Professional Learning Kit)
<p>Provide professional learning on aspects of the Literacy Instructional Model, as indicated by review.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resource Professional Learning Kit

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	/ internal professional learning sessions	
Staff undertake professional reading in student voice, agency and leadership. (Amplify, ARC Education Events, https://fuse.education.vic.gov.au/pages/amplify)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify resources https://pl/home https://sites.goo
Develop shared staff definitions of student voice, agency and leadership. (AMPLIFY, AToSS survey questions and guide)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify resources https://pl/home https://sites.goo
Investigate best practice in student voice, agency and leadership within the school community. (Professional learning and school visits)	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff

	<input checked="" type="checkbox"/> Leadership team	to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources Amplify resources https://pi/home https://sites.goo
Conduct student forums to gather student perspectives on opportunities for voice, agency and leadership at Wattle Park PS.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff
Organise, present and reflect upon information gathered from student forums with whole staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff
Map, document and publish (staff and/or community) Wattle Park practices that promote student mental health and wellbeing.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Respectful relationships	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff

	<p>implementation team</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	<p>to: Term 4</p>	<p>including feedback and reflection</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Regional leadership conferences 	
<p>Select and refine identified practices that support student wellbeing, where needed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Wellbeing Resources</p>
<p>Investigate DET resources to support students with high levels of absenteeism.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Area principal forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources <p>DET Absenteeism resources</p>

<p>Evaluate, select and put into place strategies to support students with high levels of absenteeism. (Attendance plans, https://www2.education.vic.gov.au/pal/attendance/resources)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resource <p>DET Absenteeism resource</p>
--	--	--	--	---	---