2020 Annual Implementation Plan

for improving student outcomes

Wedge Park Primary School (5206)

Submitted for review by Paul Schwartz (School Principal) on 04 June, 2020 at 08:07 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 13 July, 2020 at 03:03 PM
Endorsed by Megan Snelgrove (School Council President) on 15 July, 2020 at 03:05 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning			
		Empowering students and building school pride	Emerging moving towards Evolving
		Setting expectations and promoting inclusion	Evolving moving towards Embedding
		Health and wellbeing	Evolving moving towards Embedding
		Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning			
		Building communities	Emerging moving towards Evolving
		Global citizenship	Emerging moving towards Evolving
		Networks with schools, services and agencies	Emerging moving towards Evolving
		Parents and carers as partners	Evolving

Enter your reflective comments	In 2019, a continued focus on Professional Learning Teams has led to teachers having the capacity and confidence to use assessment data to inform planning and teaching. The increased collaboration time has allowed PLT's to use the Teaching and Learning cycle more efficiently to inform planning and teaching. The implementation of the High Impact Teaching Strategies and Classroom Instruction that Works has explicitly focused on creating the environment for learning, and ensuring Learning Intentions and Success Criteria are clear for students and consistent amongst year levels.
Considerations for 2020	As a result of our self evaluation, we have identified the following focus areas for 2020: - Student Voice and Agency - Student Leadership - Community and parent engagement - Writing Instructional Practices

	- Mathematics Instructional Practices
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy
Target 1.1	- To reduce the percentage of students below the expected level as assessed by teacher judgements to be less than 15% - To have at least 90% of students achieve 12 months or more growth against Teacher Judgements - To have at least 90% of students making medium to high growth against NAPLAN data
Key Improvement Strategy 1.a Curriculum planning and assessment	To embed a documented Guaranteed and Viable Curriculum for Literacy and Numeracy across the school, and build teacher capacity in content knowledge and pedagogical practices in Literacy and Numeracy.
Key Improvement Strategy 1.b Curriculum planning and assessment	To build teacher capacity in the implementation of the HITS and CITW, through peer observations, student centred coaching, staff professional learning and learning walks.
Goal 2	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning

Target 2.1	- To improve the overall score of the component of School Leadership to above 80% (Staff Opinion Survey)
	
	- To improve scores of the school climate component (Staff Opinion Survey)
	
	    Collective Efficacy from 66% to 80% or higher
	
	    Collective Responsibility from 80% to 85% or higher
	
	    Teacher Collaboration from 73% to 80% or higher

	Staff Trust in Colleagues from 77% to 82% or higher
	- To improve the score on the Teaching and Learning variable of Student Motivation on the Attitude to School Survey from 36% (second quartile) to at least 50% (third quartile or higher)
	- To improve scores in the School Climate variables in the Parent Opinion Survey in School Improvement from 32.1% (second quartile) to at least 50% (third quartile or higher)
	Teacher Morale from 18.5% (first quartile) to at least 50% (third quartile or higher)
	Stimulating Learning from 18.7% (first quartile) to at least 50% (third quartile or higher)
	Learning Focus from 22.3% (first quartile) to at least 50% (third quartile or higher)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	To continue to build a culture of collegiality, professionalism, coaching and accountability so that Professional Learning Teams are focussed to collaborate and plan for high quality instruction and student learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To build the capacity of Professional Learning Teams to effectively collect and analyse student data to plan for student learning and implement timely interventions on an ongoing basis.
Goal 3	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students
Target 3.1	- To improve scores in the school climate components (Staff Opinion Survey) of
	Parent and Community Involvement from 70.9% to 80% or higher
	Academic Emphasis from 50.2% to 80% or higher

	Trust in Students and Parents from 46.5% to 80% or higher
	- To improve the scores in the Student Relationships and Behaviour variables on the Attitudes to School Survey and Parent Opinion Survey:
	Student Safety
	Attitudes to School Survey from 38.8% (second quartile) to at least 50% (third quartile or higher)
	Parent Opinion Surveys from 14.1% (first quartile) to at least 50% (third quartile or higher)
	Classroom Behaviour
	Attitudes to School Survey from 12.6% (first quartile) to at least 50% (third quartile or higher)
	Parent Opinion Surveys from 19.5% (first quartile) to at least 50% (third quartile or higher)
	Connectedness to Peers
	Attitudes to School Survey from 52.8% (third quartile) to at least 75% (forth quartile or higher)
	Parent Opinion Surveys from 23.7% (second quartile) to at least 50% (third quartile or higher
	- To improve the scores in the Wellbeing variables on the Attitudes to School Survey:
	Student Distress from 38.1% (second quartile) to at least 50% (third quartile or higher)
	Student Morale from 27.6% (second quartile) to at least 50% (third quartile or higher)
Key Improvement Strategy 3.a	To refine and further embed a whole school approach to behaviour management aligned with Wedge Park Primary School's School Wide Positive Behaviour strategy and develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.

Empowering students and building school pride	
Key Improvement Strategy 3.b Empowering students and building school pride	To build positive partnerships with parents and actively engage the broader community to establish Wedge Park Primary School as an inclusive learning community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy	Yes	- To reduce the percentage of students below the expected level as assessed by teacher judgements to be less than 15% - To have at least 90% of students achieve 12 months or more growth against Teacher Judgements - To have at least 90% of students making medium to high growth against NAPLAN data	NAPLAN Medium-High growth - Reading from 70% to 75% - Numeracy from 54% 60% Top 2 Bands Year 5 - Reading from 23% to 32% - Numeracy from 14% to 20% Teacher Judgement Data - To reduce the percentage of students below the expected level to be less than 20% - To have at least 80% of students making 12 months or more growth

Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning	Yes	- To improve the overall score of the component of School Leadership to above 80% (Staff Opinion Survey)
		
		- To improve scores of the school climate component (Staff Opinion Survey)
		
		    Collective Efficacy from 66% to 80% or higher
		
		    Collective Responsibility from 80% to 85% or higher
			School Staff Survey
			School Leadership Component
			- Overall score of the component of school leadership from 76% to 80%
			- Flexibility from 59% to 70%
			School Climate Component
			- Collective Efficacy from 72% to 80%
			- Collective Responsibility from 89% to 93%
			- Teacher Collaboration from 75% to 80%
			- Trust in Colleagues from 81% to 85%

| | | Teacher Collaboration from 73% to 80% or higher

Staff Trust in Colleagues from 77% to 82% or higher

- To improve the score on the Teaching and Learning variable of Student Motivation on the Attitude to School Survey from 36% (second quartile) to at least 50% (third quartile or higher)

- To improve scores in the School Climate variables in the Parent Opinion Survey in School Improvement from 32.1% (second quartile) to at least 50% (third quartile or higher)

Teacher Morale from 18.5% (first quartile) to at least 50% (third quartile or higher)

Stimulating Learning from 18.7% (first quartile) to at least 50% (third quartile or higher)

Learning Focus from 22.3% (first quartile) to at least 50% (third quartile or higher) | Student Attitudes to School Survey
- Stimulating Learning from 74% to 85%
- Motivation and Interest from 81% to 88%

Parent Opinion Survey
- Stimulating Learning from 80% to 85%
- Effective Teaching from 80% to 85% |
| Create a supportive and inclusive learning community which nurtures the social and emotional development of all students | Yes | - To improve scores in the school climate components (Staff Opinion Survey) of

Parent and Community Involvement from 70.9% to 80% or higher

Academic Emphasis from 50.2% to 80% or higher | School Staff Survey
Parent and Community Involvement from 67% to 75%
Academic Emphasis from 62% to 70%
Trust in Students and Parents from 53% to 60%

Student Attitudes to School Survey
- Stimulating Learning
From 74% to 85%
- Sense of Confidence |

		Trust in Students and Parents from 46.5% to 80% or higher
		
		- To improve the scores in the Student Relationships and Behaviour variables on the Attitudes to School Survey and Parent Opinion Survey:
		
		Student Safety
		
		    Attitudes to School Survey from 38.8% (second quartile) to at least 50% (third quartile or higher)
		
		    Parent Opinion Surveys from 14.1% (first quartile) to at least 50% (third quartile or higher)
		
		Classroom Behaviour
		
		    Attitudes to School Survey from 12.6% (first quartile) to at least 50% (third quartile or higher)
		
		    Parent Opinion Surveys from 19.5% (first quartile) to at least 50% (third quartile or higher)
		
		Connectedness to Peers
		
		    Attitudes to School Survey from 52.8% (third quartile) to at least 75% (forth quartile or higher)
		
		    Parent Opinion Surveys from 23.7% (second quartile) to at least 50% (third quartile or higher
		
		- To improve the scores in the Wellbeing variables on the Attitudes to School Survey:
			From 75% to 80%
			- Managing Bullying
			From 71% to 78%
			
			Parent Opinion Survey
			Parent participation and involvement from 79% to 85%

		Student Distress from 38.1% (second quartile) to at least 50% (third quartile or higher)	
		Student Morale from 27.6% (second quartile) to at least 50% (third quartile or higher)	

Goal 1	To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy	
12 Month Target 1.1	NAPLAN Medium-High growth - Reading from 70% to 75% - Numeracy from 54% 60% Top 2 Bands Year 5 - Reading from 23% to 32% - Numeracy from 14% to 20% Teacher Judgement Data - To reduce the percentage of students below the expected level to be less than 20% - To have at least 80% of students making 12 months or more growth	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	To embed a documented Guaranteed and Viable Curriculum for Literacy and Numeracy across the school, and build teacher capacity in content knowledge and pedagogical practices in Literacy and Numeracy.	Yes
KIS 2 Curriculum planning and assessment	To build teacher capacity in the implementation of the HITS and CITW, through peer observations, student centred coaching, staff professional learning and learning walks.	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.	These KIS have been chosen for a continued focus for 2020, as structures have been put in place for 2019, and will be further developed and embedded within 2020, This includes: - Building teacher capacity in Writers Workshop, - Building teacher capacity and content knowledge in Mathematics, which is building on the implementation of problem solving in 2018 - Implementation of HITS and CITW-
Goal 2	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning
12 Month Target 2.1	School Staff Survey School Leadership Component - Overall score of the component of school leadership from 76% to 80% - Flexibility from 59% to 70% School Climate Component - Collective Efficacy from 72% to 80% - Collective Responsibility from 89% to 93% - Teacher Collaboration from 75% to 80% - Trust in Colleagues from 81% to 85% Student Attitudes to School Survey - Stimulating Learning from 74% to 85% - Motivation and Interest from 81% to 88% Parent Opinion Survey - Stimulating Learning from 80% to 85% - Effective Teaching from 80% to 85%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	To continue to build a culture of collegiality, professionalism, coaching and accountability so that Professional Learning Teams are focussed to collaborate and plan for high quality instruction and student learning.	Yes

KIS 2 Evidence-based high-impact teaching strategies	To build the capacity of Professional Learning Teams to effectively collect and analyse student data to plan for student learning and implement timely interventions on an ongoing basis.	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.	These KIS have been chosen for a continued focus for 2020, as structures have been put in place for 2019, and will be further developed and embedded within 2020. This includes: - Increased PLT collaboration time, so PLT's can meet 3 hours a week and have a focused hour on Reading, Writing and Mathematics - Introducing whole school data analysis meetings, where teachers can build their capacity to effectively analyse assessment data and use this to inform their PLT planning - Curriculum days focused on high quality instructional practices - Use of consultants to further build teacher capacity	

Goal 3	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students	
12 Month Target 3.1	School Staff Survey Parent and Community Involvement from 67% to 75% Academic Emphasis from 62% to 70% Trust in Students and Parents from 53% to 60% Student Attitudes to School Survey - Stimulating Learning From 74% to 85% - Sense of Confidence From 75% to 80% - Managing Bullying From 71% to 78% Parent Opinion Survey Parent participation and involvement from 79% to 85%	

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	To refine and further embed a whole school approach to behaviour management aligned with Wedge Park Primary School's School Wide Positive Behaviour strategy and develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.	Yes
KIS 2 Empowering students and building school pride	To build positive partnerships with parents and actively engage the broader community to establish Wedge Park Primary School as an inclusive learning community.	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.	These KIS have been chosen for a continued focus for 2020, as structures have been put in place for 2019, and will be further developed and embedded within 2020. This includes: - Implementation of a Social and Emotional Learning program, which draws on School Wide Positive Behaviour Support program, Resilience, Rights and Respectful Relationships and our school values - Developing a handbook to support staff to have a consistent and agreed upon approach to behaviour and expectations - Implementing strategies to build positive partnerships with parents	

Define Actions, Outcomes and Activities

Goal 1	To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy
12 Month Target 1.1	NAPLAN Medium-High growth - Reading from 70% to 75% - Numeracy from 54% 60% Top 2 Bands Year 5 - Reading from 23% to 32% - Numeracy from 14% to 20% Teacher Judgement Data - To reduce the percentage of students below the expected level to be less than 20% - To have at least 80% of students making 12 months or more growth
KIS 1 Curriculum planning and assessment	To embed a documented Guaranteed and Viable Curriculum for Literacy and Numeracy across the school, and build teacher capacity in content knowledge and pedagogical practices in Literacy and Numeracy.
Actions	Writing - Writing moderation within PLT's completed at least three times a term - Focus on Writer's Workshop instructional practices - Focused coaching on the implementation of Writers Workshop - Unpacking Writing Curriculum to increase teacher understanding - Use of HITS and CITW focus on providing feedback to students - PLT collaborative planning of Writing to be purposeful based on students needs - Use of Writing instructional strategies from the Literacy Portal - Continued professional learning and professional reading around writing best practice - Use of Literacy Consultant to build teacher capacity in Writing Mathematics - Professional Learning Teams collaborative planning, with a focus on a PLT developed weekly planner incorporating HITS and professional discussions on best practices - Continued focus on the implementation of Problem Solving lessons

	- Optional Professional Learning, with a focus on improving teacher content knowledge in Mathematics - Curriculum day focus on Mathematics - AP working with TLC's on consistency and accountability, and developing professional knowledge - Use of ongoing assessment data to inform planning and teaching
Outcomes	Students - will have a better understanding of the instructional model in Writing and Mathematics - will have stronger retention of their understanding in Writing and Mathematics - will be able to transfer their knowledge between curriculum areas - will understand the purpose of a dedicated time to write and problem solve Teachers - will utilise WPPS documentation to support PLT's in planning and teaching - will have a better understanding of the instructional model in Writing and Mathematics - will see the benefit of having dedicated time for students to write and problem solve Leaders - will lead their teams to utilise WPPS documentation to support PLT's in planning and teaching - will build the capacity of teachers in the Writing and Mathematics instructional model - will ensure the consistency between classrooms and PLTs Community Members - will see the benefits of Writers Workshop by being exposed to students published work - will have opportunities to see their child's problem solving
Success Indicators	Writing - Writing moderation will show increased student outcomes - Teacher judgement data will show increased student outcomes - Staff survey data will show increased confidence, understanding and engagement in teaching Writing - Consistency between grades in Writing, as evident in teacher work programs Mathematics - Teacher judgement data will show increased student outcomes - Staff survey data will show increased confidence, understanding and engagement in teaching Mathematics - Consistency between grades in Mathematics, as evident in teacher work programs Writing Workshop model introduced and implemented in all classrooms through coaching, PLT's, and peer observations

	Mathematics Instructional model introduced and implemented in all classrooms through coaching, PLT's, and peer observations				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Focus on improving classroom Libraries		☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
KIS 2 Curriculum planning and assessment	To build teacher capacity in the implementation of the HITS and CITW, through peer observations, student centred coaching, staff professional learning and learning walks.				
Actions	- Professional learning through PLT's on HITS and CITW- with a specific focus on providing feedback to students - Coaching from LT's and LS's on the implementation of HITS and CITW - Learning walks which focus on how feedback is being provided to students in classrooms - Teachers will be encouraged to undertake Peer observations				
Outcomes	Students - will understand the importance of receiving feedback - will recognise the different forms of feedback - will understand how to utilise the feedback given to them Teachers - will regularly provide feedback to students on their progress, aligned with Learning Intentions and Success Criteria, and individual student goals - will participate in regular peer observations, with a focus on providing feedback to students Leaders - will support teachers in the implementation of HITS and CITW- with a specific focus on providing feedback to students - will model what effective feedback looks like in the classroom - will provide feedback to teachers on their giving of feedback to students				

	Community members - will understand the importance of receiving feedback - will recognise the different forms of feedback
Success Indicators	- increased student outcome data, as evident in teacher judgement data - increased student attitude to school survey data - student ability to articulate their learning goals, and how they are progressing towards their learning goals - improved PIVOT survey data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning for teaching staff on feedback from CITW and HITS	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used

Goal 2	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning
12 Month Target 2.1	School Staff Survey School Leadership Component - Overall score of the component of school leadership from 76% to 80% - Flexibility from 59% to 70% School Climate Component - Collective Efficacy from 72% to 80% - Collective Responsibility from 89% to 93% - Teacher Collaboration from 75% to 80% - Trust in Colleagues from 81% to 85% Student Attitudes to School Survey - Stimulating Learning from 74% to 85% - Motivation and Interest from 81% to 88%

	Parent Opinion Survey - Stimulating Learning from 80% to 85% - Effective Teaching from 80% to 85%
KIS 1 Evidence-based high-impact teaching strategies	To continue to build a culture of collegiality, professionalism, coaching and accountability so that Professional Learning Teams are focussed to collaborate and plan for high quality instruction and student learning.
Actions	- Continued focus on the Teaching and Learning cycle in PLT's, specifically reducing variability between classrooms - Monday meeting schedule focused on the analysis and unpacking of school data to build the capacity of staff to utilise assessment and allow more time in PLT's to use this data to inform planning and teaching - Building the capacity of PLT's to plan and implement formative assessment on a regular basis
Outcomes	Students - will receive targeted teaching based on formative assessment - will understand the purpose of formative assessment tasks Teachers - will work collaboratively in PLT's to plan formative assessment opportunities and utilise the results of these assessments to inform planning and teaching - will provide feedback to students on a regular basis as a result of formative assessment Leaders - will support PLT's in the continued focus on the Teaching and Learning cycle - will lead teacher professional learning on the use of formative assessment Community members - will develop a better understanding of student achievement through reporting
Success Indicators	- increased student outcome data, as evident in teacher judgement data, PAT assessment, Fountas and Pinnell, MOI and Scaffolding Numeracy - increased student attitude to school survey data, specifically Feedback - student ability to articulate their learning goals, and how they are progressing towards their learning goals using feedback from formative assessments - improved PIVOT survey data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monday Afternoon meeting schedule focusing on analysis of assessment data	☑ Assistant Principal ☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

KIS 2 Evidence-based high-impact teaching strategies	To build the capacity of Professional Learning Teams to effectively collect and analyse student data to plan for student learning and implement timely interventions on an ongoing basis.
Actions	Professional Learning in PLT's for all staff focused on formative assessments - Monday meeting schedule focused on the analysis and unpacking of school data to build the capacity of staff to utilise assessment - Focused Professional Learning on the use of formative assessment to inform planning and teaching
Outcomes	Students - will receive feedback in relation to their assessments - will understand the purpose of assessment tasks Teachers - will regularly provide feedback to students on their progress, aligned with Learning Intentions and Success Criteria, and individual student goals - will have a better understanding of assessment and its purpose - will have increased ability to analyse student assessment data Leaders - will lead professional learning on the use of assessment data to inform planning and teaching - will model the use of formative assessment in classrooms through coaching Community members - will develop a better understanding of student achievement through reporting
Success Indicators	- increased student outcome data, as evident in teacher judgement data, PAT assessment, Fountas and Pinnell, MOI and Scaffolding Numeracy - increased student attitude to school survey data, specifically Feedback

	- student ability to articulate their learning goals, and how they are progressing towards their learning goals - improved PIVOT survey data				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Monday Afternoon meeting schedule focusing on analysis of assessment data		☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used

Goal 3	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students
12 Month Target 3.1	School Staff Survey Parent and Community Involvement from 67% to 75% Academic Emphasis from 62% to 70% Trust in Students and Parents from 53% to 60% Student Attitudes to School Survey - Stimulating Learning From 74% to 85% - Sense of Confidence From 75% to 80% - Managing Bullying From 71% to 78% Parent Opinion Survey Parent participation and involvement from 79% to 85%
KIS 1 Empowering students and building school pride	To refine and further embed a whole school approach to behaviour management aligned with Wedge Park Primary School's School Wide Positive Behaviour strategy and develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.

Actions	- documented School Wide Positive Behaviour handbook for staff which includes clear actions for the classroom and the yard, common language to be used and common processes to be followed - inclusion of processes and language of SWPB in monthly newsletters - celebration of students in monthly newsletters, through student profiles - raise the profile of the school values, through displaying them around the school
Outcomes	Students - will have a clear understanding of the SWPB program, including the student matrix and actions for certain behaviours - will be involved in the SWPB process of giving out tokens based on our school values Teachers - will have a common understanding of the SWPB program, including actions for certain behaviours - will have a consistent approach to dealing with actions in the classroom and the yard Leaders - will continue to support teachers with the embedding of the SWPB program - will promote SWPB program throughout the school and wider community Community members - will have a better understanding of the SWPB program and expectations of students
Success Indicators	- improved student attitude to school survey data - improved PIVOT survey data - improved parent opinion survey data - student ability to articulate expected behaviours

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice and Agency	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
KIS 2	To build positive partnerships with parents and actively engage the broader community to establish Wedge Park Primary School as an inclusive learning community.			

Empowering students and building school pride	
Actions	Documented School Wide Positive Behaviour handbook for staff which includes clear actions for the classroom and the yard, common language to be used and common processes to be followed
Outcomes	Students - will see the home/school partnerships more regularly Teachers - will develop and establish positive relationships with parents/guardians/community members - will see the value of having parents/guardians involved in student learning Leaders - will plan for opportunities for parent/guardian involvement - will support teachers in developing positive relationships with parents/guarians Community members - will feel welcome into the school and feel part of the school community - will have a greater understanding of teaching and learning at Wedge Park
Success Indicators	- improved parent opinion survey data - feedback from parents on a regular basis - parent participation rates at school events

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Offer learning for parents, with a focus on curriculum areas Regular open afternoons and celebrations of learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning for teaching staff on feedback from CITW and HITS	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Monday Afternoon meeting schedule focusing on analysis of assessment data	☑ Assistant Principal ☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Monday Afternoon meeting schedule focusing on analysis of assessment data	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site