2023 Annual Implementation Plan

for improving student outcomes

Whittlesea Primary School (2090)

Submitted for review by Ty Hoggins (School Principal) on 19 March, 2023 at 09:41 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 22 March, 2023 at 11:57 AM
Endorsed by Lyle Winter (School Council President) on 23 March, 2023 at 08:46 AM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	In 2022 the school had its first uninterrupted year following the interruptions of COVID. With unprecedented challenges in human resourcing, high absence rates and the presentation of significant wellbeing needs, our school was impacted as many others were. With a narrowed focus on wellbeing and learning, the school provided extensive supports in both areas and staff were dedicated in their commitment to supporting students. There was growth in key strategic areas such as student voice, but some planned activities were threatened by contextual challenges. A stable and experienced leadership profile is a positive when considering 'Leadership' within FISO 2.0. The addition of new leaders and development of aspiring teachers has also been reflected upon positively. Post covid has also allowed the

	school to reengage partnerships which had been affected by interruptions. WPS has returned to active Community of Practice participation and leadership / teachers have been able to attend offsite PL and school visits to develop professionally.
Considerations for 2023	The school has a well-established positive culture which is the basis for school improvement. In 2022, there was a desire to raise academic emphasis which had to balance with greater than ever wellbeing needs. For 2023, the balance of the two core priorities will remain and growth in these areas is a priority. An exciting direction is in place for the year ahead. The commitment to Harvard Data Wise is a key improvement strategy which will complement the school's work in PLC. The improvement process brings improvements in collaborative work, data literacy and inquiry for improved teacher practice. A return to formalised and planned peer observations will enable a richer professional learning culture. Resources such as Meeting Wise will transform how and why we meet and ensure teachers are efficiently working together for school improvement. Other initiatives such as The Resilience Project, See Saw, Pivot surveys, Student Voice Teams and more will all look to add value across key areas of the school.
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning growth for all students.
Target 2.1	**Writing** • Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 8% (2019) to 20% (2024) • Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 6% (2019) to 18 % (2024) • Increase the percentage of P-6 students above expected levels based on teacher judgement from 29% (2019) to 35 % (2024)
Target 2.2	**Reading** • Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 13% (2019) to 20% (2024)

	• increase the percentage of students in the top 2 bands at Year 5 from 13% (2019) to 22 % (2024)
Target 2.3	**Numeracy** • Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 5% (2019) to 19% (2024) • Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 5% (2019) to 20% (2024) • Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024)
Target 2.4	**School Staff Survey** • Increase the percentage of positive endorsement for the factor academic emphasis from 59% (2019) to 70% (2024). • Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2024).
Target 2.5	**AtoSS** Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2024).

Key Improvement Strategy 2.a Instructional and shared leadership	Build teacher capability in best practice teaching and learning
Key Improvement Strategy 2.b Building practice excellence	Build the consistent application of the school's instructional model
Key Improvement Strategy 2.c Curriculum planning and assessment	Strengthen differentiation through effective use of data by teachers.
Goal 3	Strengthen student agency and engagement in learning.
Target 3.1	**AtoSS** Increase the percentage of positive endorsement for the factors: - motivation and interest from 79% (2019) to 85% (2024) - sense of confidence from 69% (2019) to 80% (2024) - self regulation and goal setting from 82% (2019) to 87% (2024) - student voice and agency from 69% (2019) to 74% (2024)
Target 3.2	**School Staff Survey** Increase the percentage of positive endorsement for the factors: - focus learning on real life problems from 67% (2019) to 80% (2024) - collective focus on student learning from 83% (2019) to 88% (2024)

Target 3.3	**Parent Opinion Survey** Increase the percentage of positive endorsement for the factor: motivation and support from 75% (2019) to 81% (2024).
Key Improvement Strategy 3.a Empowering students and building school pride	Develop student learning opportunities that are challenging, differentiated, engaging and promote curiosity
Key Improvement Strategy 3.b Building practice excellence	Strengthen teacher knowledge and practice to activate student voice and agency in learning
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and implement opportunities for students to be reflective and self-monitoring learners.
Goal 4	Maximise the resilience and confidence of all students.
Target 4.1	**AtoSS** Increase the percentage of positive endorsement for the factors: • sense of connectedness from 72% (2019) to 80% (2024) • teacher concern from 71% (2019) to 77%% (2024) • resilience from 74% (2019) to 80% (2024)

Target 4.2	**Attendance**
	• Reduce the number of average absence days from 18.1 days (2019) to 17 days (2024) • Reduce the percentage of students with 20+ days absence from 32% (2019) to 28% (2024).
Key Improvement Strategy 4.a Health and wellbeing	Strengthen the health and wellbeing of students
Key Improvement Strategy 4.b Building practice excellence	Build staff capability to teach social and emotional skills
Key Improvement Strategy 4.c Health and wellbeing	Build the personal and social capabilities of each student.

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.
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.	Yes	Support for the 2023 Priorities	NumeracyBy 2023, increase the percentage of students above expected levels based on teacher judgement from 33% (2022) to 38%WritingBy 2023, increase the percentage of P-6 students achieving at and above expected levels based on teacher judgement from 67% (2022) to 74%WellbeingAttendanceBy 2023, reduce the number of average absence days from 18.1 days (2019) to 17 daysReduce the percentage of students with 20+ days absence from 32% (2019) to 28%AtoSSBy 2023, increase the percentage of positive endorsement for the factors:- sense of connectedness from 73% (2022) to 78%- teacher concern from 69% (2022) to 75%- resilience from 63% (2019) to 70%- student voice and agency from 66% (2022) to 72%
Maximise learning growth for all students.	No	**Writing** • Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 8% (2019) to 20% (2024) • Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 6% (2019) to 18 % (2024) • Increase the percentage of P-6 students above expected levels based on teacher judgement from 29% (2019) to 35 % (2024)	

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		AtoSS Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2024).	
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		School Staff Survey	

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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	Numeracy By 2023, increase the percentage of students above expected levels based on teacher judgement from 33% (2022) to 38% Writing By 2023, increase the percentage of P-6 students achieving at and above expected levels based on teacher judgement from

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Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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 and Activities

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.
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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	- Develop teacher and leader capacity in inquiry improvement cycles, with a focus on building assessment literacy and collaboration - Establish new and improved curriculum documentation - Establish new coaching and peer observation approaches to support improved teacher practice - Develop and improve individualised support programs
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning and will experience conferencing and small group support in the

	classroom
	Students will display an increased use and understanding of Numeracy in real world contexts
	Teachers will identify student learning needs in Numeracy based on diagnostic assessment data
	Teachers will plan for differentiation based on student learning data
	Teachers will plan, teach and assess defined units of work that demonstrate an integration of curriculum with personalised learning opportunities
	Teachers will provide targeted academic support to students through Numeracy goals in IEPs
	Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
	Leaders will support teaching staff to revise current units of work and support them in developing new curriculum documentation
	Leaders will establish professional learning approaches that allow staff to learn through observation and formalised coaching experiences
Success Indicators	Curriculum documentation will show well defined and sequenced units of work that are personalised to the needs of students - informed by data
	Numeracy assessments will show student learning growth
	Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning
	Inquiry Cycles will demonstrate growth in student academic / perception results
	Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.
	Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra
	SSS factors: Academic Emphasis, Guaranteed and Viable Curriculum, Monitoring Effectiveness Using Data
	AtoSS factors: Differenetiated Learning Challenge, Stimulated Learning, Motivation and Interest

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Harvard Data Wise teams (leadership) to conduct improvement process on literacy and student voice	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Hardard Data Wise practices embeded into existing PLC approach, including rolling agenda, norms, protocols and meeting schedules	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Lead professional learning series on 'Assessment Literacy' as part of the Harvard Data Wise improvement process	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Introduce peer observations into data wise enhanced inquiry cycles through the formulation of agreed purpose, protocols and processes	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with EIL Catherine Gunn and establish an improvement plan for curriculum documentation	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish new curriculum maps for sub school areas	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Collaboratively design and implement a literacy scope and sequence document to drive newly defined units of work in literacy	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and improve weekly planning templates and introduce collaborative planning approaches that focus on data literacy and differentiation	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Implement instructional coaching cycles in Literacy and Numeracy using the school's GROWTH coaching model	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct targeted literacy intervention through the MiniLit and MacqLit programs	☑ Literacy Support	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

Actions	Strengthen the whole school approach towards social and emotional learning Strengthen the School-wide approach to wellbeing through the completion of the SWPBS Action Plan
Outcomes	Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school Student leaders will be able to recognise, respond to and refer mental heath emergencies Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Wellbeing team will directly support students' mental health and/or provide referrals
Success Indicators	Curriculum documentation will show plans for social and emotional learning Whittlesea Primary School will achieve a gold award for SWPBS Implementation Completion of SWPBS Action Plan Student support resources displayed around the school will show how students can seek support SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of a continuum or menu of strategies to encourage appropriate behaviour	☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Induct new staff in SWPBS approaches	☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Improve staff understanding of behavioural science and active supervision in schools	☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan to increase staff knowledge and understanding of mental health	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health | ☑ Wellbeing Team | ☐ PLP Priority | from: Term 1 to: Term 3 | $0.00

☐ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Design and implement Tier 2 interventions for social skill development including small group coaching and play mentoring. | ☑ Wellbeing Team | ☐ PLP Priority | from: Term 2 to: Term 4 | $2,000.00

☐ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which |

				may include DET funded or free items
Plan for the launch of 'The Resilience Project'	☑ Wellbeing Team	☑ PLP Priority	from: Term 3 to: Term 4	$11,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Update wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$181,291.61	$181,291.61	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$50,827.84	$50,827.84	$0.00
Total	$232,119.45	$232,119.45	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Harvard Data Wise teams (leadership) to conduct improvement process on literacy and student voice	$3,500.00
Hardard Data Wise practices embeded into existing PLC approach, including rolling agenda, norms, protocols and meeting schedules	$20,000.00
Plan for the launch of 'The Resilience Project'	$11,500.00
Update wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	$1,000.00
Totals	$36,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Harvard Data Wise teams (leadership) to conduct improvement process on literacy and student voice	from: Term 1 to: Term 4	$3,500.00	☑ Professional development (excluding CRT costs and new FTE)
Hardard Data Wise practices embeded into existing PLC approach, including rolling agenda, norms, protocols and meeting schedules	from: Term 1 to: Term 2	$20,000.00	☑ School-based staffing
Totals		**$23,500.00**	

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
Plan for the launch of 'The Resilience Project'	from: Term 3 to: Term 4	$11,500.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member ○ Program delivered in school by external service provider

			o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Update wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	from: Term 3 to: Term 4	$1,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Employ CRT to release staff member
Totals		$12,500.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Wellbeing Leading Teacher	$124,810.00
SWPBS Positive reinforcement programs	$10,000.00
Student programs - SSS (arts)	$5,000.00
English and Numeracy Priority Program Budgets	$25,309.45
Technology Program Budget - resources to support learning	$25,000.00
Chaplaincy gap funding	$6,000.00
Totals	$196,119.45

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Wellbeing Leading Teacher	from: Term 1 to: Term 4	$86,482.16	☑ School-based staffing
SWPBS Positive reinforcement programs	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Assets
Student programs - SSS (arts)	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources
English and Numeracy Priority Program Budgets	from: Term 1 to: Term 4	$25,309.45	☑ Teaching and learning programs and resources
Technology Program Budget - resources to support learning	from: Term 1 to: Term 4	$25,000.00	☑ Teaching and learning programs and resources
Chaplaincy gap funding	from: Term 1 to: Term 4	$6,000.00	☑ School-based staffing
Totals		**$157,791.61**	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Wellbeing Leading Teacher	from: Term 1 to: Term 4		
SWPBS Positive reinforcement programs	from: Term 1 to: Term 4		
Student programs - SSS (arts)	from: Term 1 to: Term 4		
English and Numeracy Priority Program Budgets	from: Term 1 to: Term 4		
Technology Program Budget - resources to support learning	from: Term 1 to: Term 4		
Chaplaincy gap funding	from: Term 1 to: Term 4		
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Wellbeing Leading Teacher	from: Term 1 to: Term 4	$38,327.84	☑ Employ staff to support Tier 1 activities
SWPBS Positive reinforcement programs	from: Term 1 to: Term 4	$0.00	
Student programs - SSS (arts)	from: Term 1 to: Term 4	$0.00	
English and Numeracy Priority Program Budgets	from: Term 1 to: Term 4	$0.00	
Technology Program Budget - resources to support learning	from: Term 1 to: Term 4	$0.00	
Chaplaincy gap funding	from: Term 1 to: Term 4	$0.00	
Totals		**$38,327.84**	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Harvard Data Wise teams (leadership) to conduct improvement process on literacy and student voice	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ External consultants Harvard Graduate School of Education	☑ Off-site Harvard Graduate School of Education
Hardard Data Wise practices embeded into existing PLC approach, including rolling agenda, norms, protocols and meeting schedules	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Timetabled Planning Day	☑ External consultants Harvard Graduate School of Education	☑ On-site
Lead professional learning series on 'Assessment Literacy' as part of the Harvard Data Wise improvement process	☑ Leadership Team	from: Term 2 to: Term 3	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Improve staff understanding of behavioural science and active supervision in schools	☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Develop a professional learning plan to increase staff knowledge and understanding of mental health	☑ Wellbeing Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Plan for the launch of 'The Resilience Project'	☑ Wellbeing Team	from: Term 3 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ External consultants The Resilience Project	☑ On-site