# Annual Implementation Plan - 2020
## Define Actions, Outcomes and Activities

Thomastown West Primary School (4999)

# Define Actions, Outcomes and Activities



| Goal 1 | STUDENT ACHIEVEMENT<br>• Build teacher capacity to maximise educational outcomes for all. |
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| **12 Month Target 1.1** | Teacher judgements:<br>• Increase the percentages of students achieving above the expected level in<br>- Reading the combination of A's & B's recorded in student semester 2 reports to at least 25%<br>- Writing the combination of A's & B's recorded in student semester 2 reports to at least 25%<br>- Numeracy the combination of A's & B's recorded in student semester 2 reports to at least 20%<br>NAPLAN:<br>• Increase the percentage of students achieving in the top two bands of NAPLAN in English in year 3 to 40% and year 5 to 35%<br>f<br>• Increase the percentage of students achieving in the top two bands of NAPLAN in Numeracy in year 3 and year 5 to 30%<br><br>• NAPLAN data to show 2 bands* growth for all students between grades 3 & 5. (Average of students' data from NAPLAN Relative Growth Report)<br>  *Original SSP target stated 'years'- we could not track data<br><br>• Decrease the percentage of students achieving in the lowest to bands, in particular  numeracy in year 3 to less than 5% and in year 5  to less than 15%<br><br>• Increase the percentage of student high growth:<br>- in reading and numeracy to 25% in years 3 and 5.<br>- writing and spelling to 35% in years 3 and 5 |
| **KIS 1**<br>Building practice excellence | Build teacher capacity to implement the Education State Literacy strategy to improve student outcomes in Writing at TWPS. (ADDED in Dec 2018) |
| **Actions** | *Continue to utilise professional learning to embed the use of The Writing Model consistently across TWPS.<br>*Continue to utilise PLCs to build teacher professional knowledge and pedagogical practice in writing.<br>*Document a consistent approach of practices and assessment for writing based on The Writing Model, with the inclusion of the new EAL Curriculum. |
| **Outcomes** | Students will:<br>-have a common understanding of language used in The Writing Model.<br>-show evidence of using the writing devices and increased vocabulary to enhance their writing.<br>-continue to develop writing goals and reflections based on teacher, peer and self-feedback.<br>-increase their personal responsibility of their own writing growth utilising teacher and peer feedback.<br>-strengthen their motivation and engagement with the student-centred writing approach based on The Writing Model.<br><br>Teachers will:<br>-continue to have a shared understanding of how of the program can be delivered and this is evident in their planning.<br>-continue to embed the PLC focus into weekly writing planners<br>-consolidate their writing pedagogy to include feedback into their teaching practice.<br>-develop weekly planners reflect The Writing Model, including feedback strategies.<br>-align PDP goals with the TWPS AIP priorities.<br><br>Leaders will:<br>-continue to build capacity of the SIT through the SIT meeting running as a PLC, with a focus on writing.<br>-support the whole school implementation of The Writing Model pedagogy and provide relevant professional learning through PLCs and Ann Angelopoulos.<br>-monitor the impact of writing improvement strategies through data analysis of formative and summative assessments from PLCs, Area Teams & whole school. |
| **Success Indicators** | Feedback collected from students<br>Teachers Writing Planners<br>PLC Guttman charts<br>Moderation writing samples |

| | Peer Observation reflection documents<br>PDP discussions, reflections and uploaded evidence<br>NAPLAN data | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| • Students to have increased opportunities to give feedback to peers about the common language used in The Writing Model.<br>• Students in years 3-6 to have increased opportunities to write in an online environment to seek feedback from teachers and peers.<br>• Students to develop writing goals and reflections based on teacher, peer and self-feedback. | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,200.00<br><br>☑ Equity funding will be used |
| Students to access and apply their knowledge and understanding to common writers' tools and create anchor charts and reference materials to support learning. | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| • Every student to have a copy of 'High Expectations of Writing' in their writing books by the end of Term One.<br>• Students to identify their learning needs using the 'TWPS High Expectations of Writing' document. | ☑ Student(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $5,000.00<br><br>☑ Equity funding will be used |
| Star Writers' identified by teachers and celebrated in each PLC cycle. | ☑ All Staff<br>☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| • Staff to participate in 'The Writing Model' professional learning from Ann Angelopoulos/Writing Consultant.<br>• PLC to support teams to moderate using a writing Common Assessment Task (CAT) with and without support from Writing Consultant.<br>• Staff to participate in cross team moderation based on writing Common Assessment Task (CAT).<br>• Staff to provide opportunities for students to use a self-assessment rubric as part of summative/formative assessment in class.<br>• Staff (through PLCs) to develop a whole school rubric for writing.<br>• Staff to update/upload writing data each term using Google Drive.<br>• Staff (through PLCs) to review and analyse writing data located in SPA. | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used |
| • Staff to refine scope and sequence of The Writing Model.<br>• Staff to develop writing unit resources (begin a 2 year cycle) - eg visual prompts, pre-planning, flash cards, vocabulary planners, mountain planners etc.<br>• Staff to develop writing term planners that reflect The Writing Model across the school.<br>• Staff to provide evidence of EAL curriculum in writing planners.<br>• Staff to develop and implement consistent use of 'flash cards' in writing sessions.<br>• Staff to share the Writing Model resources on Google Drive.<br>• Staff PDPs goals to identify their personal needs for professional growth in The Writing Model pedagogy.<br>• Writers Festival s to be held in 2020 | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $15,000.00<br><br>☑ Equity funding will be used |
| Staff encouraged to utilise one PPD (aligned with Term 3 Curriculum Day) to continue to visit other schools, with a sharp focus aligned to AIP goals. | ☑ All Staff | ☑ PLP Priority | from:<br>Term 3 | $12,000.00 |

| | | | to:<br>Term 3 | ☑ Equity funding will be used |
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| • SIT team to support staff to design Common Assessment Tasks (CAT) for writing each term<br>• SIT to ensure opportunities for cross school moderation of writing each term to inform teacher judgements and build the capacity of teachers to assess using a whole school writing rubric. | ☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $4,000.00<br><br>☑ Equity funding will be used |
| EAL Coordinator to deliver EAL PL which ensure staff can incorporate EAL Curriculum in planners for reading, writing, speaking and listening. | ☑ All Staff<br>☑ Curriculum Co-ordinator (s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used |
| • Learning Specialist/SIT develop a P-6 feedback scope and sequence (rubric).<br>• Summative assessment to include self/peer/teacher feedback and documented in the assessment schedule. | ☑ Learning Specialist(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $2,000.00<br><br>☑ Equity funding will be used |
| • PCO to provide opportunities for cross-school PLC networking and SIT members to observe high-functioning PLCs.<br>• Explore opportunities for teachers to observe high-functioning PLCs.<br>• SIT to link PLC cycle focus and AIP goals (including EAL) with a focus on whole school consistency and alignment with planning and assessment schedule. | ☑ Principal<br>☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $12,000.00<br><br>☑ Equity funding will be used |
| • PCO to build the capacity SIT to be data literate and lead data literacy in their PLCs and hole school professional learning.<br>• SIT to ensure data will be available for everyone in a timely fashion and in line with data referred to is (SPA, INSIGHT, PAT, Essentials, MOI, EOI) | ☑ Principal<br>☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $12,000.00<br><br>☑ Equity funding will be used |
| • PCOs allocate time and money for The Writing Model by Ann Angelopoulos to continue professional learning across the school. | ☑ All Staff<br>☑ Assistant Principal<br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $35,000.00<br><br>☐ Equity funding will be used |
| • PCOs ensure time is allocated for Peer Observation Pre and Post conversations and ensure these are linked into the PLC cycle<br>• PCO/SIT to support staff with the transition to the DET model for peer observation through professional learning and PLC cycles. | ☑ Assistant Principal<br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $12,000.00<br><br>☑ Equity funding will be used |

| Goal 2 | STUDENT ACHIEVEMENT<br>• Develop and document a comprehensive and systematic whole-school Teaching/Learning and Assessment model. | | | |
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| **12 Month Target 2.1** | Teacher judgements:<br>• Increase the percentages of students achieving above the expected level in<br>- Reading the combination of A's & B's recorded in student semester 2 reports to at least 25%<br>- Writing the combination of A's & B's recorded in student semester 2 reports to at least 25%<br>- Numeracy the combination of A's & B's recorded in student semester 2 reports to at least 20%<br>NAPLAN:<br>• Increase the percentage of students achieving in the top two bands of NAPLAN in English in year 3 to 40% and year 5 to 35%<br>f<br>• Increase the percentage of students achieving in the top two bands of NAPLAN in Numeracy in year 3 and year 5 to 30% | | | |

|  | •      NAPLAN data to show 2 bands* growth for all students between grades 3 & 5. (Average of students' data from NAPLAN Relative Growth Report)<br>*Original SSP target stated 'years'- we could not track data<br><br>•      Decrease the percentage of students achieving in the lowest to bands, in particular numeracy in year 3 to less than 5% and in year 5 to less than 15%<br><br>•      Increase the percentage of student high growth:<br>-      in reading and numeracy to 25% in years 3 and 5.<br>-      writing and spelling to 35% in years 3 and 5 |
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| **KIS 2**<br>Curriculum planning and assessment | Implement the Victorian Teaching and Learning Model to provide a consistent and relevant whole school approach that can address the learning needs of all students at TWPS. (ADDED DEC 2018) |
| **Actions** | *Begin to implement the Victorian Teaching and Learning Model (VTLM) to collaboratively develop an instructional model for reading, writing (with the inclusion of the new EAL Curriculum)<br> and numeracy.<br>*Through PLCs:<br>-utilise additional professional learning to further increase staff data literacy to support teachers to diagnose student learning needs and plan for explicit teaching and learning.<br>-increase teachers' capacity to utilise feedback (teacher to student and student to teacher) to maximise purposeful assessment and increase Student Voice. |
| **Outcomes** | Students will:<br>-become familiar with the e5 Instructional/Pedagogical Model.<br>-offer feedback to teachers regarding teaching and learning.<br>-see teachers observing each other, modelling lifelong learning.<br><br>Teachers will:<br>-identify current practice that already links to e5.<br>-utilise teacher to student feedback improve/increase student achievement.<br>-implement formative and summative assessment practices and utilise data to inform future teaching and to achieve consistency in teacher judgements.<br>-utilise student to teacher feedback to reflect on the impact of their teaching to student outcomes.<br><br>Leaders will:<br>-continue to build capacity of the SIT to support the leadership of Curriculum Teams.<br>-support staff to identify current best practice within the e5 model.<br>-support the implementation of the e5 as a whole school Instructional/Pedagogical Model through relevant professional learning.<br>-monitor the impact of formative and summative assessment during SIT meetings.<br>-provide professional learning so that teachers can in the DET Peer Observation Model. |
| **Success Indicators** | PLC agendas/minutes reflect implementation of High Impact Teaching Strategies, Practice Principles and a consistent pedagogical model.<br>Feedback collected from students<br>Teaching/Learning Planners<br>Peer Observation reflection documents<br>Evidence collected from Learning Walks<br>PDP discussions, reflections and uploaded evidence<br>NAPLAN data |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| •      Students to become aware of the e5 language and identify each e5 stage in their lessons.<br>•      Students to track their learning progress through (whole school consistent) visual e5 poster prompts on the whiteboard, as well as the success criteria. | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 3 | $0.00<br><br>☐ Equity funding will be used |
| •      Students to peer assess Common Assessment Tasks and set new goals<br>•      Students to self-assess Common Assessment Tasks and set new goals | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |

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| • Students to view Common Assessment Task student sample and assess as a group (with teacher guidance and modelling) | | | | |
| • Staff to continue to unpack HITS and Practice Principles during PLCs with a writing focus. <br> • Staff PDPs to have a clear link from AIP to implementing VTLM (including e5) <br> • Staff to incorporate e5 instructional model structure into planners <br> • Staff to link e5 to PLCs intervention | ☑ All Staff | ☑ PLP Priority | from: <br> Term 1 <br> to: <br> Term 4 | $12,000.00 <br><br> ☑ Equity funding will be used |
| • Staff to develop Common Assessment Tasks for Maths & Writing in Area Teams. <br> • Common Assessment Tasks data to be shared during common planning time and with students | ☑ All Staff | ☐ PLP Priority | from: <br> Term 1 <br> to: <br> Term 4 | $0.00 <br><br> ☐ Equity funding will be used |
| PLCs to incorporate the new EAL curriculum when planning professional learning for staff and intervention for students. | ☑ All Staff <br> ☑ PLC Leaders | ☐ PLP Priority | from: <br> Term 1 <br> to: <br> Term 4 | $0.00 <br><br> ☐ Equity funding will be used |
| Teachers and students to participate in 'Hands on Maths' utilising the e5 pedagogy. | ☑ All Staff <br> ☑ School Improvement Team | ☐ PLP Priority | from: <br> Term 2 <br> to: <br> Term 2 | $2,000.00 <br><br> ☑ Equity funding will be used |
| • SIT to develop a (whole school consistent) visual e5 poster for every classroom. <br> • PCO/SIT to present e5 professional learning to staff via whole school meetings and PLCs <br> • SIT to collate and Curriculum Team leaders to share 2019 'BEST PRACTICE' activity/staff to identify that their current practice is already linked to e5 <br> • PLC's to link E5 to HIT #2 'Structuring Lessons' <br> • PCOs to allocate more time for Curriculum Teams to support implementation of TWPS Instructional model <br> • PLC's to complete a 'Learning Walk' once a term. | ☑ All Staff <br> ☑ Assistant Principal <br> ☑ PLC Leaders <br> ☑ Principal <br> ☑ School Improvement Team | ☑ PLP Priority | from: <br> Term 1 <br> to: <br> Term 4 | $4,000.00 <br><br> ☑ Equity funding will be used |
| PCOs to continue to build leadership capacity of instructional leaders, through mentoring, modelling, planning days, school visits and professional learning. | ☑ Assistant Principal <br> ☑ Learning Specialist(s) <br> ☑ Principal <br> ☑ School Improvement Team | ☑ PLP Priority | from: <br> Term 1 <br> to: <br> Term 4 | $15,000.00 <br><br> ☑ Equity funding will be used |
| PCOs/Curriculum Teams to utilise the Cultural Understanding audit data and the RESP audit data to create an action plan that is inclusive of all cultures, as well as students and families at risk. | ☑ All Staff <br> ☑ Assistant Principal <br> ☑ Principal <br> ☑ School Improvement Team | ☑ PLP Priority | from: <br> Term 1 <br> to: <br> Term 4 | $8,000.00 <br><br> ☑ Equity funding will be used |
| SIT to develop a whole school professional learning plan to provide professional learning (whole school and through PLCs) | ☑ Assistant Principal <br> ☑ Principal | ☑ PLP Priority | from: <br> Term 1 | $20,000.00 |

| - e5<br>- Feedback<br>- Peer observations (DET model)<br>- Data literacy- (including Data wise professional reading) for staff to effectively interpret and analyse data from NAPLAN, Online PAT, Essential Assessment, Insight Assessment Platform (EOI and MOI). | ☑ School Improvement Team | | to:<br>Term 4 | ☑ Equity funding will be used |
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| **Goal 3** | STUDENT ENGAGEMENT & WELL-BEING (Combined)<br>•     To improve student engagement by enhancing their ownership of their learning.<br>•     To optimise the well-being of all students to fully engage in their learning. |
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| **12 Month Target 3.1** | Attitude to School Survey:<br>Improve factor mean scores particularly in:<br>•     Stimulating learning effectiveness from 4.0 to 4.40<br>•     Learning confidence from 4.17 to 4.30<br>•     Teacher empathy from 4.44 to 4.60<br>•     Student Motivation from 4.65 to 4.75<br>Parent Opinion:<br>Improve Percentile by factor scores particularly in:<br>•     Student safety from 5.6 to be at or above 35th percentile<br>•     Parent input from 7.0 to be at or above 50th percentile<br>•     Student behaviour management from 7.4 to be at or above 50th percentile<br><br>Staff Opinion:<br>Improve component mean scores–Whole School, particularly in<br>•     Academic emphasis from 67.33 to 80<br>•     Collective focus on student learning from 74.65 to 83<br>•     Guaranteed and viable curriculum from 70.85 to 80<br><br><br>Attitude to School Survey:<br>Improve factor mean scores particularly in:<br>•     Student morale from 5.68 to 5.85<br>•     Student distress from 5.85 to 6.00<br>•     Connectedness to peers from 4.19 to 4.50<br>•     School Connectedness from 4.25 to 4.50<br><br>Parent Opinion:<br>Improve Percentile by factor scores particularly in:<br>•     Student  safety from 7.0 to be at or above 40th percentile<br>•     School climate - General satisfaction from 6.4 to be at or above 50th percentile<br><br>Staff Opinion:<br>Improve component mean scores–Whole School, particularly in<br>•     Trust in students and parents  from 58.32 to 65<br>•     Parent and community involvement from 51.78 to 60<br><br>Cases data/Compass Chronicle:<br>•     30% less events listed in the Compass student behaviour Chronicles from the year before.<br><br><br>Decrease the average absenteeism rate to 12 days per student |
| **KIS 3** | To increase student attendance to be closer to the state benchmark. |

| Empowering students and building school pride | |
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| **Actions** | *Develop a formal, documented and visible Attendance policy and process that distributes responsibility to all members of staff and aligns with DET policies.<br>*Refine and document early intervention processes for at risk or disengaged students (ATSI, OOHC and PSD) to support specific learning, health and wellbeing needs.<br>*Increase opportunities for student voice, leadership, and agency so that students can act as partners in school improvement.<br>*Embed, refine and evaluate the TWPS School Wide Positive Behaviours Model (including implementation of Restorative Practice in 2020) through data analysis.<br>*Continue to strengthen community partnerships utilising our TWPS Community Hub (utilising RESP), to provide services that maximise benefits for students. |
| **Outcomes** | Students will:<br>-be aware of their attendance data and incentives available to them to increase their attendance.<br>-be connected to their peers and be motivated to attend school.<br>-take ownership of the goals set in their individual learning plans.<br>-recognise the increased opportunities for authentic and purposeful student voice, leadership, and agency.<br>-consolidate their understanding of SWPBS.<br>-participate in Restorative Practice conversations and Class Meetings (Circles).<br>-utilise the TWPS Community Hub.<br><br>Teachers will:<br>-be aware on their class attendance data and students below 80% attendance<br>-have a clearly documented Attendance Policy and Process and follow this process to address attendance concerns<br>-set high expectations for attendance and lateness through the implementation of  Attendance policy and processes, including how they collect data and the school wide reward system<br>-use feedback to inform the students on attendance data<br>-ensure all learning tasks are differentiated not just on ability but on learning style<br>-create a learning environment where students feel engaged, safe and comfortable school wide<br>-develop authentic relationships with all students to promote connectivity with teachers<br><br>Leaders will:<br>-manage and provide structures, systems and time for staff to implement a Tier Intervention system for Attendance<br>-publish and promote high expectations on student attendance to parents, staff and students<br>-prioritise teaching/learning by effectively managing Daily Organisation. (Shielding/Buffering)<br>-ensure staff are trained to consistently use SWPB model and RP restorative practices when engaging with students<br>-distribute data to staff to identify at risk students (ATSI, OOHC and PSD) and promote effective attendance practices |
| **Success Indicators** | -School created surveys for students, staff and parents<br>-Compass/Cases data<br>-ATSS data<br>-POS data  -SOS data |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| Students to create, complete and analyse a student attendance survey. | ☑ Assistant Principal<br>☑ Principal<br>☑ Student(s)<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| •    Student Voice Team to actively promote Class Meetings (Circles).<br>•    Students to be trained as mentors for younger year levels to help run Class Meetings (Circles). | ☑ Assistant Principal<br>☑ Principal<br>☑ Student(s)<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |

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| Students to participate in weekly class circles through the SWPB and Restorative Practice work. | ☑ All Staff<br>☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Student leadership representatives to attend School Council, Staff meetings, Interview panel, as per roster. | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $500.00<br><br>☑ Equity funding will be used |
| Student Voice/House Captains to create a weekly planner of student led activities to run lunchtime engagement programs. | ☑ Student Leadership Coordinator<br>☑ Student(s)<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used |
| Student leaders (Student Voice, SRC, House Captains) to contribute to whole school weekly Newsletter. | ☑ Student Leadership Coordinator<br>☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| •        Student Voice to be involved with analysing data (Attendance/Dojo points).<br>•        Student Voice to share Attendance/Dojo points in Class circles in Student Voice Meetings.<br>•        Student Voice Team, with SEWI staff support, to notify successful dojo earners and their teachers on a fortnightly basis. | ☑ Assistant Principal<br>☑ Curriculum Co-ordinator (s)<br>☑ Student Leadership Coordinator<br>☑ Student(s)<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| •        Students will participate in whole school focus of Student to Teacher feedback.<br>•        Student voice members to take part in 'Learning walks' in line with SIT and PLCs. (Learning Walks will be focused on the e5 Instructional/Pedagogical Model<br>•        Students will survey their peers to gain feedback about Student Voice in relation to teaching and learning (Class Captains/SRC). | ☑ All Staff<br>☑ School Improvement Team<br>☑ Student(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| •        Students to share experiences and information at the TWPS Community Hub.<br>•        Students who attend activities at the TWPS Community Hub will share their experiences during Class Meetings (Circles). | ☑ Curriculum Co-ordinator (s)<br>☑ Student Leadership Coordinator<br>☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Student Voice to survey peers and develop a process for constant review of the Whole School Dojo Reward System. | ☑ Curriculum Co-ordinator (s)<br>☑ Student Leadership Coordinator<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Team leaders share attendance data with team each month to identify 'at risk students' who have fallen below 80%. | ☑ Assistant Principal<br>☑ Leadership Team | ☐ PLP Priority | from:<br>Term 1 | $2,000.00 |

| | | | to: Term 4 | ☐ Equity funding will be used |
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| ☑ Principal<br>☑ Wellbeing Team | | | | |
| • Teachers to participate in Restorative Practice/Class Meetings (Circles) professional learning.<br>• Teachers to implement Class Meetings (Circles) as a vehicle for the Student Voice Team to foci on 2020.<br>• Teachers to collect data from Class Meetings (Circles) and share with Student Voice Team to drive further school improvement. | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used |
| • Teachers to trial a 5 week (inquiry model linked to e5) whole school 'Genius Hour' which promotes student directed learning opportunities. | ☑ All Staff | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 3 | $5,000.00<br><br>☑ Equity funding will be used |
| • Teachers to promote the reintroduction of the TWPS attendance 'Cup of Life.'<br>• Teachers to reward student attendance as part of the Dojo reward system and prizes, including the tracking attendance data. | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used |
| PCO/Curiosity Team to support staff with the implementation of Google Classrooms and 'Inquisitive'. | ☑ Assistant Principal<br>☑ Curriculum Co-ordinator (s)<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $4,000.00<br><br>☐ Equity funding will be used |
| PCO/SEWI to allow the Dojo reward system to be made visible to parents and carers | ☑ Assistant Principal<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| PCO/SEWI Curriculum Team to be create clear, documented and communicated Attendance policy and processes.<br>(Process outlines the role of students, parents, teaching staff and wellbeing staff. Process includes an over and above 80% attendance process) | ☑ Assistant Principal<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $4,000.00<br><br>☐ Equity funding will be used |
| • Team leaders to ensure Grade Newsletter and School newsletter to include attendance information and individual and class attendance data.<br>• School Assemblies to communicate attendance data each week- this is aligned with the Dojo Data – prizes awarded | ☑ Leadership Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| • PCO/SIT to refine the TWPS ILP POLICY that outlines a documented and consistent approach to SSGs and ILPs to continue for all PSD, ATSI, Hearing/VT, BSP.<br>• PCO to review and update the 2013 ILP Processes to include students working below and above expected level | ☑ Assistant Principal<br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $8,000.00<br><br>☐ Equity funding will be used |
| PCO with Wellbeing staff and SSSOs to refine and publish At Risk referral process for students deemed 'at risk' to ensure greater staff awareness of students who require support and how to identify new referrals. (This includes | ☑ Assistant Principal<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00<br><br>☐ Equity funding will be used |

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| ATSI, OOHC and PSD, as well as students above the expected level, students with poor attendance and students requiring behaviour support) | | | | |
| PCO and TWPS staff Hub Liaison to ensure all staff are aware of the support available at the TWPS Community Hub through a more comprehensive section in the newsletter and presentations during Staff Meetings. | ☑ Assistant Principal<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Principal and TWPS staff Hub Liaison to ensure strong partnerships with the TWPS Community Hub are sustained through wellbeing referrals and increased student participation in clubs. | ☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| •        PCO/SEWI team to budget for 'Cup of Life' Prizes provided for winning class each term.<br>•        Team leaders to share attendance data with team and identify 'at risk students.' | ☑ Assistant Principal<br>☑ Curriculum Co-ordinator (s)<br>☑ Principal<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $4,000.00<br><br>☑ Equity funding will be used |
| •        PCO/SEWI team to devise and implement a whole school SEWI survey to be used every term to track data on attitudes to school<br>•        PCO/SEWI team to monitor Compass wellbeing, behaviour support logs and feedback to staff every term in a report<br>•        PCO/SEWI team to complete a Compass audit during whole school event such as KABOOM. Leaders to set up a station to support families to join Compass and inform them of any other forums/important information<br>•        PCO to timetable and budget for a SV Team meeting fortnightly and ensure one hour of SEWI time for SEWI leader weekly in the timetable. | ☑ Assistant Principal<br>☑ Principal<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used |