School priority 1: To implement Australian curriculum, V9 English with fidelity sustaining high levels of academic success and closing the gap of diverse learners

Long term measurable/desired outcomes: (students will, teachers will, leaders will)	AIP measurable/desired outcomes:

To improve the of proportion of students achieving C and above in English by the end of 2024 from:

P-2 – S2, 2023 C and above 97% to 100%

3-6 – S2, 2023 C and above 86% to 90%

Indigenous
P-2 – S2, 2023 C and above 100% to sustaining these LOA in 2024

3-6 – S1, 2023 C and above 75% to working towards 90 %, closing the gap

SWD
P-2 – S2, 2023 C and above 92% to sustaining 95% or better

3-6 – S1, 2023 C and above 75% to working towards 90%, closing the gap

To improve the of proportion of students achieving A and B in English by the end of 2024 from:

P-2 – S2, 2023 achieving A and B 60% to maintaining or better

3-6 – S2, 2023 achieving A and B 44% to 45% or better

Indigenous
P-2 – S2, 2023 achieving A and B 70% to maintaining or better

3-6 – S1, 2023 achieving A and B 20% to 45% or better

SWD
P-2 – S2, 2023 achieving A and B 48% to 50% or better

3-6 – S1, 2023 achieving A and B 9% to 15% or better, closing the gap

Strategy/ies:

This will be achieved through systematic curriculum delivery and intentional effective pedagogical practices deepening teacher expertise, implementing the Australian Curriculum.

- Strengthen teacher knowledge of the Australian Curriculum through systematic curriculum delivery and whole school moderation processes to make intentional, differentiated decisions unpacking the cognitive verb.
- Deepen and strengthen collaborative culture of whole data literacy and systems to utilise student data to inform early and ongoing intervention.
- Implementation of Case Management of diverse learners.
- Co-construct a whole school approach to effective feedback pedagogies developing a Pedagogical Playbook English – The Wam Way
- Engage teachers in Learning Walk and Talks and Watching Others Work
- Network with local schools to learn and seek feedback

Long term measurable/desired outcomes:

Leaders will:
- Lead with curiosity, utilise Data Walls and Mark Books to inform and reflect lines of collaborative inquiry – Visible thinking.
- Model the way as instructional leaders – Engage in Professional Learning Communities and be visible in classrooms.
- Work shoulder to shoulder to celebrate, showcase and scale up great practice through being visible in classrooms and Learning Walk and Talks - enacted curriculum.

Leaders and Teachers will:
- Actively provide and seek feedback, collaboratively building a culture of continuous improvement.
- Build capability of themselves and teachers, leveraging the diversity of the team.
- Engage in Case Management Meetings of Diverse Learners alongside knowledgeable others.
- Collaborate and use student data to inform early/ ongoing intervention and monitoring impact on the way.
- Engage in Learning Walks as part of an emerging collegial engagement framework.

Teachers will:
- Actively engage in scheduled weekly Professional Learning Communities embedding the moderation cycle and systematic curriculum delivery in English.
- Engage and lead in professional learning/ optional professional development sessions.
- Teachers will implement effective feedback practices through
  - a deep understanding of the cognitive verb – M1.
  - display artefacts showing knowledge of discernible differences - Learning Walks.
  - make intentional decisions to differentiate - utilising evidence of learning (CASW) to inform next steps in teaching and learning.

Students will
- Respond to Learning Walk and Talk questions with increased clarity and deep understanding of their learning.
- Talk to their learning with the mindset 'my first go, isn't my last go' making links to the evidence in their books, next steps and learning wall.
- Increased evidence of differentiation in students learning (workbooks), on the wall through feedback and A level thinking resources.

To improve the of proportion of students achieving C and above in English by the end of 2024 including closing the gap of diverse learners.

3 months
- Formative and summative data sets are used to inform teaching, learning, timetabling of intervention, differentiated and tailored professional learning, collegial engagement.
- Weekly Professional Learning Communities embed the moderation cycle and systematic curriculum delivery.
- Alignment of the enacted curriculum being implemented with fidelity evident on Learning Walls (A Level Thinking), student voice and bookwork.
- Case Management of Diverse Learners.
- Students will articulate **purpose, context and audience** when asked 'What are you learning? Why?' with visible learning evident on the wall.

6 months
- Data Walls and Mark Books actively utilised to inform and reflect lines of inquiry – Data conversations
- Students will demonstrate **increased writing stamina** aligned to unit work and be able to **reference evidence in their writing** when responding to - 'What are you learning? Why? How are you going? How do you know?
- Increased evidence of **collaborative learning on Learning Walls.**
- Evidence of students 'bumping up' their learning.

9 months
- Teachers will know and be able to articulate the discernible differences in levels of achievement with a deep understanding of the cognitive verb, making intentional decisions to differentiate and include all - line of sight into classrooms.
- Increased evidence of feedback in student workbooks.
- Students will refer to their **unit writing and evidence of feedback** when responding to Learning Walk and Talk Questions – 'What are your next steps? and 'Where do you go for help?'

12 months
- Implementation of whole school approach to effective pedagogies – The Wam Way.
- Implementation of Australian curriculum, V9 English with fidelity.

Resources

Professional Learning Communities (Building High Performing Teams)
Professional Development - Effective Feedback (Chad Harris)
Diverse Learning Teachers
Intervention – Teacher Aides
Reading Resources
Capability development and collegial engagement – Financial

Actions:

- Through PLCs, continue to build teacher capability in the Australian Curriculum through rigorous moderation cycles, familiarising with V9 in English – **Led by Principal, Deputy Principal**
  - Intentional, differentiated, decisions, unpacking the cognitive verb.
  - Identify the discernible difference between C, B, A
  - Case Management of diverse learners through PLCs

High Performing Teams (Curriculum Leaders)

- Reviewing and refining 'A Level Thinking' in English, visible learning in classrooms – **Curriculum Others Work.** – **Led by Principal**
- Monitor student learning (CASW) to inform intentional decision making in next steps in teaching and learning aligned to the curriculum intent – **Led by Principal, Deputy Principal**
- Build capability of aspiring leaders and champion teachers – Promote innovation, collaboration, collegial engagement – **Led by Principal**
- Establish a culture of collegial engagement through Learning Walk and Talks and Watching Others Work. – **Led by Principal**
- Utilise Data Walls and Mark books to co-construct lines of inquiry – **Led by Year Level Teams, Diverse Learning Teachers, Principal, Deputy Principal**
- Build teacher expertise through professional development (formative feedback descriptive feedback) – Hattie, Sharratt, Williams. **Led by Chad Ferris, Principal, Curriculum Leaders**
- Review a whole school approach to Literacy embedding current Reading research and engaging in regional profession development – **Led by Principal and aspiring middle leaders**

Michelle Alcorn

Principal

School Supervisor

Gail Wyss
G E Wyss
Secretary
P&C

P&C Representative

School priority 2: *Refocusing our journey in Student Behaviour and Engagement by reducing behaviour incidents and increasing student attendance*

To increase student engagement building a strong foundation for learning outcomes.

School priority 2	Long term measurable/desired outcomes: (students will, teachers will, leaders will)	AIP measurable/desired outcomes:

Behaviour incidents
2023 – 6.34 daily average of behaviour incidents to a daily average of 4 or less in 2024

SDA's
2023 - SDA total of 39 days missed schooling, reducing SDA's working towards 0 in 2024

Attendance
2023 at 87% to 2024 92% or better

SOS

Parents
2023 School behaviour is well managed 50% to SOS 80% or better

Teachers
2023 Behaviour is well managed 40% to 2024 90% or better
2023 I have access to relevant PD 62.5% to 2024 100%
2023 I feel that staff morale is positive at this school 0% to 2024 80% or better

Strategies:

This will be achieved by co-constructing a common language and approach to student engagement and wellbeing.

- Engage in Berry St Training - evidence-based professional informing Tier 1 'differentiated and explicit teaching for all students'
- Co-construct a Whole School Approach to Student Engagement and Wellbeing including the review and implementation of Tiered Intervention Supports processes
- Align and embed current practices and new learnings of Berry St working towards a review of Student Code of Conduct
- Build capability of Student Engagement Teacher to lead and model the way
- Review and refine current behaviour reporting and responding systems
- Monitor impact through data reflections – Behaviour incidents, Student Disciplinary Absences, Attendance

Actions:

- Engage in ongoing professional development, collaboration and consultation through staff meetings – **Led by Deputy Principal, Student Engagement Teacher, Student Engagement – High Performing Team**
- Establish a Champion Team to co-develop the Wamuran Way to quality Tier 1 Student Engagement and Behaviour - **Led by Deputy Principal, Student Engagement Teacher, Student Engagement – High Performing Team**
- Implementation of weekly lessons aligned to non-negotiable take-aways of Berry St and whole school expectations - **Led by Deputy Principal, Student Engagement Teacher**
- Collaboratively review Tier 2 and Tier 3 behaviour interventions in consultation with whole staff aligning new learning (Berry St) to current practices – **Led by Deputy Principal**
- Implementation of solution planning – Teaching teams analysing data to identify collaborative lines of inquiry – **Led by Deputy Principal, Student Engagement Teacher and Diverse Learning Teachers**
- Aligned language in student and staff wellbeing frameworks
- Network/ collaborate with schools on a similar journey – **Led by Deputy Principal**
- Develop and implement a Pedagogical Playbook to Student Engagement, Behaviour and Wellbeing - **Led by Deputy Principal**

Leaders will

- Consult and collaborate with classroom teachers and parents to co-construct and respond to emerging needs utilising the differentiated three-tiered intervention model to behaviour and student engagement.
- Support teachers to manage complex needs of complex students.
- Notice and name the celebrations on the way and be curious about the data to support capability development and intervention.

Leaders and Teachers will:

- Work in partnerships with families to support student's engagement and wellbeing through timely, open and transparent communication.

Teachers will:

- Explicitly teach strategies to support social emotional wellbeing, self-regulation and engage students in restorative conversations.
- Have open communication with parents to proactively respond and support student engagement and wellbeing.
- Implement 'non-negotiables' of the Pedagogical Playbook to Student Engagement, Behaviour and Wellbeing, creating a positive classroom environment.
- Refer Tier 2 and Tier 3 students to Student Support Services for complex case management.
- Review behaviour data with curiosity, engaging in cycles of Solution Planning.

Students will:

- Strengthen their relationships and connections with their classroom teacher, staff and students.
- They will have a common language and approach to self-regulation and restoration, monitoring their own wellbeing.

3 months

- Whole staff engagement in Berry Street Professional Development
- SET and Champion Team will lead ongoing communication and professional development in Tier 1 'differentiated and explicit teaching' for all students – self regulation and emotional wellbeing
- Early adopters will innovate and explore the implementation of morning meetings, daily
- Developing and consultation of re-establishing Differentiated Response to Behaviour – Tiered approach, working towards a review of Student Code of Conduct –including aligning Berry Street Education Model with staff, parents and community

6 months

- Continue ongoing communication and professional development in Tier 1 'differentiated and explicit teaching' for all students – self regulation and emotional wellbeing, moving into greater schoolwide systems e.g.Parade and parent communication
- Implementing Differentiated Response to Behaviour – Tiered approach aligning to SSC processes and PLRs (working towards drafting and seeking feedback of Student Code of Conduct – 2025).
- Continuing to implement schoolwide systems/ processes to monitor behaviour and attendance – Celebrations and **solution planning** (lines of inquiry)

9 months

- Data literacy schoolwide – Student behaviour, engagement and wellbeing
- Development and embedding of Student Engagement Pedagogical Playbook in classrooms – 'Non negotiables'
- Evolving role of middle leaders and knowledgeable others, modelling the way including mentoring and coaching

12 months

- Students, Teachers and Leaders will have a common and consistent approach and language to Behaviour and Student Engagement through a differentiated three-tiered intervention model.

Resources

- Student Engagement Teacher
- Student Wellbeing Officer
- Complex Case Support
- Professional Development – Berry St
- Diverse Learning Team