

2018 Annual Implementation Plan

for improving student outcomes

Woodlands Primary School (5319)



Submitted for review by Matthew Gallagher (School Principal) on 04 December, 2017 at 09:54 AM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 20 December, 2017 at 12:42 PM
Endorsed by Ewan Humphrey (School Council President) on 21 December, 2017 at 10:48 AM

Self-evaluation Summary - 2018

Woodlands Primary School (5319)

	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	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>Strengths:</p> <ul style="list-style-type: none"> - High level of achievement and growth evident in both English and Mathematics NAPLAN data - Strong sense of collective efficacy amongst staff with a commitment to professional growth - School organizational structure now further promotes excellence in teaching and learning and professional growth - Staff surveys are all trending in a positive direction - Staff, student and parents are all responsive to change. There is a genuine belief that we live our school motto 'Be Your Best' <p>Your Best'</p> <ul style="list-style-type: none"> - Developing strong community links, especially at either end of the school with strong transition programs and procedures - Highly motivated staff and students - Parent, student and staff overall satisfaction remains high <p>Opportunities</p>
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	<ul style="list-style-type: none"> - Further develop the 'community feel' of the school with more community days such as Harmony Day, Education Week activities etc. - Enhance student voice - 'Student Safety' is trending down. Why? With student attitudes in most areas following suit. - Data analysis processes and procedures – more consistency needed - Further develop inquiry program to provide students with further opportunities to become 'global citizens' and more socially aware of the issues in the world.
Considerations for 2019	<p>Possible areas of focus</p> <ul style="list-style-type: none"> - Community connections (local community and parents) including improved communication - Continued high level of achievement in English and Mathematics - Continued development of our Program of Inquiry - Data analysis processes and procedures - Student voice
Documents that support this plan	<p>2017 AIP.docx (0.12 MB) WPS Pre-review Self-evaluation Report 2017.docx (0.27 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Woodlands Primary School (5319)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students.</p>	<p>Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.</p> <p>The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) for 2017 as detailed in the table below.</p> <table border="1" data-bbox="495 411 1258 668"> <thead> <tr> <th>NAPLAN</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Proportion of Year 3 students in top two bands</td> <td>55%</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>Proportion of Year 5 students in top two bands</td> <td>40%</td> <td>30%</td> <td>55%</td> </tr> </tbody> </table> <p>The performance and development program will be rated at the level of embedding (FISO) in:</p> <ul style="list-style-type: none"> • Seeking feedback • Focus on student learning • Collaboration between teachers • Extending opportunities for professional learning 	NAPLAN	Reading	Writing	Numeracy	Proportion of Year 3 students in top two bands	55%	70%	40%	Proportion of Year 5 students in top two bands	40%	30%	55%	<p>Yes</p>	<p>1. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools.</p> <p>2. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 50% and Year 5 at 40%.</p>	<p>Building practice excellence</p>		
NAPLAN	Reading	Writing	Numeracy															
Proportion of Year 3 students in top two bands	55%	70%	40%															
Proportion of Year 5 students in top two bands	40%	30%	55%															
<p>To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision 'Be Your Best', with a particular focus on building student resilience.</p>	<p>The Attitude to School Survey to indicate significant improvement as detailed in the table below.</p> <table border="1" data-bbox="483 1070 1016 1410"> <thead> <tr> <th>ATOSS Factor Target (Percentile)</th> <th></th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>70</td> </tr> <tr> <td>Student safety (average)</td> <td>65</td> </tr> <tr> <td>Resilience</td> <td>65</td> </tr> <tr> <td>School connectedness</td> <td>70</td> </tr> <tr> <td>Stimulating learning</td> <td>60</td> </tr> <tr> <td>Differentiated Learning</td> <td>65</td> </tr> </tbody> </table>	ATOSS Factor Target (Percentile)		Classroom behaviour	70	Student safety (average)	65	Resilience	65	School connectedness	70	Stimulating learning	60	Differentiated Learning	65	<p>Yes</p>	<p>The Student Attitude to School Survey to reflect improvement in the areas of student school connectedness 60 (percentile), resilience 60, school safety (average) 60.</p>	<p>Setting expectations and promoting inclusion</p>
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	<table border="1"> <tr> <td>Teacher concern</td> <td>65</td> </tr> </table> <p>The school's efforts in creating a positive climate for learning (FISO Ver. 5) will be rated at the level of excelling in the following dimensions</p> <ul style="list-style-type: none"> • A culture of high expectations • Student safety and wellbeing • Supporting students and managing behaviour 	Teacher concern	65											
Teacher concern	65													
To strengthen parent and carer engagement and involvement through improved communication.	<p>The annual Parent Opinion Survey to reflect improvement in Parent and Carer engagement and involvement.</p> <table border="1"> <thead> <tr> <th>Woodlands Primary School Overall Results Framework</th> <th>% Positive</th> </tr> </thead> <tbody> <tr> <td>General Satisfaction</td> <td>90</td> </tr> <tr> <td>Parent participation and involvement</td> <td>80</td> </tr> <tr> <td>School support</td> <td>85</td> </tr> <tr> <td>Teacher communication</td> <td>75</td> </tr> </tbody> </table>	Woodlands Primary School Overall Results Framework	% Positive	General Satisfaction	90	Parent participation and involvement	80	School support	85	Teacher communication	75	Yes	The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 70% and parent participation and involvement to exceed 75%.	Parents and carers as partners
Woodlands Primary School Overall Results Framework	% Positive													
General Satisfaction	90													
Parent participation and involvement	80													
School support	85													
Teacher communication	75													

Improvement Initiatives Rationale

Recommendations from our school review in 2017 indicate that our students are performing well when compared to similar schools. We identified the need to work hard on developing teachers ability to effectively differentiate, particularly for high achieving students. Our 2017 NAPLAN data revealed a trend that our lower performing students were achieving above other low performing students in the state but our higher performing students weren't performing as well compared to other high performing students around the state.

Our recent AtoSS results, although on the improve, weren't reflective of students interviews that were conducted as a part of our review. Student resilience was identified as a priority area by the panel and we believe that a focus on this area, coupled with the work we're doing around Positive Education, will lead to improved results in the AtoSS.

At a recent parent forum held at the school and through the Parent Opinion Survey, clearer communication between the school and home was highlighted as a need. A

strong partnership between home and school is vital in students reaching their potential and a strong focus on this area is aimed at strengthening parent and carer engagement with the school.

Goal 1	To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students.
12 month target 1.1	1. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools. 2. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 50% and Year 5 at 40%.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Create and develop an enrichment program for high achieving students in the areas of Mathematics and English.
KIS 2	Create an environment where teachers and students see 'Challenging Learning' as a form of effective teaching and learning.
KIS 3	Develop leadership and content knowledge of our English and Maths leaders by providing additional release time to work with the Curriculum Coordinator.

Goal 2	To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision 'Be Your Best', with a particular focus on building student resilience.
12 month target 2.1	The Student Attitude to School Survey to reflect improvement in the areas of student school connectedness 60 (percentile), resilience 60, school safety (average) 60.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Build teacher capacity in the area of Positive Education and implement a school wide Positive Education program.

KIS 2	Provide all staff, students and parents with targeted workshops run by the Resilience Project.
Goal 3	To strengthen parent and carer engagement and involvement through improved communication.
12 month target 3.1	The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 70% and parent participation and involvement to exceed 75%.
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Implement the effective use of Compass as the main communication method between school and home.
KIS 2	Ensure that all year levels hold at least one special event (open afternoon, performance etc) per term that parents are invited to.

Define Evidence of Impact and Activities and Milestones - 2018

Woodlands Primary School (5319)

Goal 1	To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students.
12 month target 1.1	<ol style="list-style-type: none"> 1. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools. 2. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 50% and Year 5 at 40%.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Create and develop an enrichment program for high achieving students in the areas of Mathematics and English.

Actions	Employ additional staff to run enrichment programs in the areas of mathematics and English (2 days). Appointed staff to work closely with the Curriculum Coordinator to develop the enrichment program, including appropriate assessment to assess its success.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Have access to focussed differentiated teaching. - Be challenged and extended to improve their knowledge of English and Mathematics. <p>Teachers will:</p> <ul style="list-style-type: none"> - Be able to accurately identify high achieving students in the areas of English and Mathematics using various forms of assessment data. - Have a greater understanding of using formative assessment data to effectively differentiate. <p>School Leaders will:</p> <ul style="list-style-type: none"> - Provide regular opportunities for professional learning, including peer observations and coaching with the Curriculum Coordinator. - Support the enrichment program by providing support and resources. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ teachers to run the enrichment program	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$36,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum Coordinator to work with employees in developing the enrichment program, including selection criteria and success measures.	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Measure the success of the program throughout the year using targeted assessment.	Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students.			
12 month target 1.1	<p>1. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools.</p> <p>2. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 50% and Year 5 at 40%.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Create an environment where teachers and students see 'Challenging Learning' as a form of effective teaching and learning.			
Actions	<p>Run regular PD for all staff on 'challenging learning' and effective differentiation techniques.</p> <p>Provide all staff with resources (readings, videos ect) about effective differentiation and challenging learning.</p> <p>Hold a dedicated Curriculum day PD for all staff focussed on challenging learning.</p> <p>Provide all staff with access to the Curriculum Coordinator for modelling lessons, team teaching and observations.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Change their mindset in regards to being challenged, seeing it as a positive step towards learning. - Develop resilience when faced with challenges. <p>Teachers will:</p> <ul style="list-style-type: none"> - Increase their knowledge of challenging learning and its benefits. - Develop their differentiation strategies, especially for high achieving students. - Improve their knowledge of assessment data and how to use it effectively. <p>School Leaders will:</p> <ul style="list-style-type: none"> - Provide regular opportunities for professional learning, including peer observations and coaching with the Curriculum Coordinator. - Up skill staff on a regular basis. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Run regular PD for all staff on challenging learning and effective differentiation techniques.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school curriculum day focussed on challenging learning.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Mid year and end of year check in with staff and their progress during PDP conversations.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students.
12 month target 1.1	1. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools. 2. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 50% and Year 5 at 40%.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Develop leadership and content knowledge of our English and Maths leaders by providing additional release time to work with the Curriculum Coordinator.
Actions	Timetable 3 hrs per week where the English and Maths Coordinators are released from their regular duties to work with the Curriculum Coordinator. Structure the weekly 3hr blocks to include time for planning, team/modelled teaching data analysis.
Evidence of impact	Teachers will: - Have the opportunity to work with the English and Mathematics Coordinators in their classrooms, leading to increased knowledge of these curriculum areas. School Leaders will: - Meet regularly with the Curriculum Coordinator, Mathematics and English Coordinators to support the implementation of their

	programs. - Provide the Curriculum, Mathematics and English coordinators with the opportunity to complete a Bastow leadership course.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Timetable 3 hrs per week for the English and Mathematics Coordinator to work with the Curriculum Coordinator.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Provide staff with the opportunity to have the Mathematics and English Coordinators in their classrooms for observations, modelled teaching and team teaching.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide English and Maths Coordinators with the opportunity to complete a Bastow leadership course.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision 'Be Your Best', with a particular focus on building student resilience.
12 month target 2.1	The Student Attitude to School Survey to reflect improvement in the areas of student school connectedness 60 (percentile), resilience 60, school safety (average) 60.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Build teacher capacity in the area of Positive Education and implement a school wide Positive Education program.
Actions	Continue to develop teacher knowledge of Positive Education practices. Implement a school wide Positive Education program in conjunction with the Langwarrin Positive Education Network.
Evidence of impact	Students will: - Begin to hear and use consistent language when talking about their wellbeing.

	<ul style="list-style-type: none"> - Develop a more positive mindset - Demonstrate a more positive view of school through the AtoSS <p>Teachers will:</p> <ul style="list-style-type: none"> - Use a consistent approach and language towards student wellbeing. - Further their understanding of Positive Education and its benefits. <p>School Leaders will:</p> <ul style="list-style-type: none"> - Support engagement in the Positive Education program by attending PD and conducting classroom observations. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ a full time psychologist to lead the student wellbeing processes at the school and an additional staff member (0.2) to lead the implementation of Positive Education.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$42,898.00 <input checked="" type="checkbox"/> Equity funding will be used
Roll out the Positive Education program and resources throughout the year, with regular staff reflection on its effectiveness.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the effectiveness of the program at the end of the year and make adjustments as required for 2019.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision 'Be Your Best', with a particular focus on building student resilience.
12 month target 2.1	The Student Attitude to School Survey to reflect improvement in the areas of student school connectedness 60 (percentile), resilience 60, school safety (average) 60.
FISO Initiative	Setting expectations and promoting inclusion

Key Improvement Strategy 2	Provide all staff, students and parents with targeted workshops run by the Resilience Project.			
Actions	Advertise heavily to the parent community, ensuring maximum attendance at the workshop. Hold the Resilience Project workshops for students, teachers and parents. Follow up on the workshops as required			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Develop a range of strategies to use when faced with challenges. - Begin to hear and use consistent language when talking about their wellbeing. <p>Teachers will:</p> <ul style="list-style-type: none"> - Use a consistent approach and language towards student wellbeing. - Develop and use strategies to build their students' resilience. <p>School Leaders will:</p> <ul style="list-style-type: none"> - Develop and use strategies to build student resilience. - Engage in the Resilience Project workshops and support any follow up initiatives as required 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Advertise Resilience Project workshops for parents to attend.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Hold Resilience Project workshops for students, staff and parents.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$7,000.00 <input type="checkbox"/> Equity funding will be used
Follow up Resilience Protect workshops with appropriate PD and initiatives as appropriate.	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen parent and carer engagement and involvement through improved communication.			
12 month target 3.1	The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 70% and parent participation and involvement to exceed 75%.			
FISO Initiative	Parents and carers as partners			
Key Improvement Strategy 1	Implement the effective use of Compass as the main communication method between school and home.			
Actions	Hold staff PD to familiarise staff with the program and its uses. Communicate changes to parents and offer support from school in the initial stages. Gradually add and use modules as appropriate.			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> - Have easy access to student information. - Use Compass for attendance, excursion preparation and communication purposes. <p>School Leaders will:</p> <ul style="list-style-type: none"> - Support the implementation of Compass by communicating with all stakeholders. - Nominate a staff member as a point of contact for parents and teachers experiencing difficulties. - Analyse the 2018 Parent Opinion Survey and track changes in parent opinion of communication 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Purchase compass and organise to suit our school context, this includes Staff training by Compass	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Rollout information to parents and beginning Compass as our main communication tool.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Analyse Parent Opinion Survey data to track changes in parent opinion towards communication	School Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 3	To strengthen parent and carer engagement and involvement through improved communication.			
12 month target 3.1	The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 70% and parent participation and involvement to exceed 75%.			
FISO Initiative	Parents and carers as partners			
Key Improvement Strategy 2	Ensure that all year levels hold at least one special event (open afternoon, performance etc) per term that parents are invited to.			
Actions	Create a 2018 special events planner and have year level teams allocate activities, including open afternoons for parents. Hold parent sessions focussed on English and Mathematics skills that can be worked on at home.			
Evidence of impact	<p>Teachers and school leaders will:</p> <ul style="list-style-type: none"> - Promote special events and support them by attending and engaging with parents. - Develop positive relationships with parents. <p>Parents and carers will:</p> <ul style="list-style-type: none"> - Be actively involved in their child's education and be at the school more frequently. - Engage with the school for positive reasons more frequently. - Develop skills and knowledge so they can assist their children at home. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Year level and Specialist teams to fill in the 2018 events calendar and ensure all events are promoted and held throughout the year.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Hold regular parent information and skill development sessions throughout the year.	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Woodlands Primary School (5319)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Run regular PD for all staff on challenging learning and effective differentiation techniques.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole school curriculum day focussed on challenging learning.	Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants The Challenging Learning Process has developed models and strategies that help teachers to ensure that ALL of their students are challenged appropriately, leading to higher levels of achievement.	<input checked="" type="checkbox"/> On-site
Hold Resilience Project workshops for students, staff and parents.	All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants The Resilience Project is an evidence based	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	program that works with a number of schools, organisations and sporting clubs. The cost to the school to implement the program in 2018 is \$7800.	
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[WPS Pre-review Self-evaluation Report 2017.docx \(0.27 MB\)](#)

Self-evaluation Summary

[2017 AIP.docx \(0.12 MB\)](#)

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2018 Annual Implementation Plan

[WPS School Strategic Plan .docx \(0.18 MB\)](#)