

1 Community Partnerships

A safe and supportive community environment exists which values and encourages parental involvement. Partnering with community members to enhance student learning and well-being by expanding our volunteer and mentoring programs.

Outcome	Strategies	Resources/Who	Monitoring
1.1 A framework for volunteers at WPS is developed	<ol style="list-style-type: none"> 1. Establish a Volunteer Committee 2. Develop a framework for volunteers. Include examples of activities/skills. 3. Create guidelines for mentoring individual students. 	Debbie – Term 1 Volunteer committee LAP Program	Committee established Feedback from <ul style="list-style-type: none"> • Teachers • Students • Volunteers
1.2 Volunteers have been recruited, inducted and are working with students	<ol style="list-style-type: none"> 1. Identify sources and recruit volunteers and community partners, including Edconnect 2. Focus on emotional needs 3. Make use of Smith Family to implement Learning Club and other programs 	External resources: Smith Family, Trillion Trees, MCS - Edconnect Chaplain	Number of volunteers recruited Be You Surveys of individuals monitored
1.3 Grandparent/community members provide support in the area of Reading	<ol style="list-style-type: none"> 1. Identify a coordinator 2. Provide training sessions 3. Trial in classrooms 4. Provide parent sessions on how to support home reading 	Kelly KS – Term 2	Volunteers working with small groups and individuals Parent sessions conducted.

2 Teaching Excellence & Collaboration

Teachers and School leaders work collaboratively to improve student learning and well-being through implementing a Targeted Teaching approach.

Outcome	Strategies	Resources	Monitoring
2.1 Lead Teachers are facilitating each year level and specialist group	<ol style="list-style-type: none"> 1. Identification and placement of Leaders for each year level. 2. PD for these teachers 3. Meetings once a term with admin 	Admin Time for training Time on SDD	Leaders identified Feedback
2.2 Time has been allocated to enable collaboration.	<ol style="list-style-type: none"> 1. Collaborative Planning expectations defined 2. Timetabling for collaborative DOTT 3. Plan of School Development Days, staff meetings (2 for collaboration) including times for: Assessing, planning, moderating, resources 	Admin Lawri for DOTT timetable Time for planning, especially Jan/Feb, Year level and Phase Planned at the start of the year	Feedback on the outcomes of the collaboration
2.3 Targeted Teaching is embedded in teaching practice (assess, teach, track, adapt)	<ol style="list-style-type: none"> 1. Targeted Teaching PL in 2020 2. Review with Leaders 	Collaborative planning and meeting time	Process is part of teaching practice

3 Systematic Curriculum Delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations in English and Mathematics.

Outcome	Strategies	Resources	Monitoring
3.1 Staff have an in-depth understanding of the structure of the English Curriculum and K Curriculum Guidelines, in writing, punctuation, grammar and handwriting.	<ol style="list-style-type: none"> 1. PL on in-depth understanding of English Curriculum 2. PL in different writing areas of Brightpath 3. Focus on writing, punctuation and grammar using literature 4. Implement Handwriting guidelines in conjunction with Peggy Lego pre-writing (Pencil hold) 5. Develop an editing and proof-reading checklist 	Elle Term 1 'I can' statements Scope and Sequence PL to familiarize staff with the guidelines. Coloured exercise books	Brightpath ruler showing improvement Reflected in planning and teaching Performance Management
3.2 A whole of school approach has been established for Spelling and is being implemented in all classrooms.	<ol style="list-style-type: none"> 1. All K-3 classes implementing Letters & Sounds 2. Resources identified and purchased 3. Years 4-6 refine WTW program 4. PL in WTW 	Resources Assessment Packs	South Australian Spelling Test value adding Performance Management
3.3 Staff plan and teach maths using a consistent, universal lesson design which includes the High Impact Teaching Strategies	<ol style="list-style-type: none"> 1. Paul Swan Maths PL via the SV Network 2. Evaluate Brightpath for Maths 3. Evaluate Milestones and First Steps tasks 	Paul Swan Tm 1	Implementation of lesson design in maths Decision on Brightpath implementation and tasks to be used. Student feedback Performance Management

4 Student Learning & Achievement

The school has established a systemic plan for the collection, analysis and use of a range of student achievement and well-being data. This process acknowledges student cultural and learning diversities.

Outcome	Strategies	Resources	Monitoring
4.1 Gradexpert has been established	<ol style="list-style-type: none"> 1. Continue to identify data to be included in Gradexpert 2. Leaders for Gradexpert trained 3. Data collected reviewed and adapted 	Time Time for leaders to be trained	Gradexpert reviewed in Term 3 Ongoing
4.2 Teachers are using data to track student progress and monitor value adding	<ol style="list-style-type: none"> 1. Teachers make use of data to plan and set goals 	Collaborative time	Performance Management
4.3 The data collection schedule is aligned to school processes	<ol style="list-style-type: none"> 1. Data collection schedule reviewed and updated 	Refer to the Data Assessment Checklist	Feedback from staff on SDD
4.4 Student wellbeing is monitored and the	<ol style="list-style-type: none"> 1. Be you survey is conducted in Term 1 2. Be You Action Team creates strategies to address areas of weakness and create strategies 	Be You Survey Action Team School Chaplain	Survey results

information is used to target support			
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