

FISO 2.0 Continua of Practice self-evaluation - 2023

Western English Language School (8838)



Submitted for review by Laurence Guttman (School Principal) on 30 March, 2023 at 12:14 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 30 March, 2023 at 05:09 PM
Endorsed by Denis Margetic (School Council President) on 03 April, 2023 at 11:10 AM

FISO 2.0 Continua of Practice self-evaluation - 2023

Core element	Leadership			
Dimensions	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 Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core			
Emerging	Evolving	Embedding	Excelling	
Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>	
Self-evaluation evidence	This reflects our self-evaluation as part of our review in term 4, 2022. The self-evaluation involved consultation with all staff as well as the Review panel.			
Uploaded documents				

Core element	Teaching and learning		
Dimensions	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> <p>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</p>		
Emerging	Evolving	Embedding	Excelling
Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for school improvement			
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>

Self-evaluation evidence	
Uploaded documents	

Core element	Assessment			
Dimensions	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities			
Emerging	Evolving	Embedding	Excelling	
Leadership refers to the shared processes and actions by staff and students that build a positive school climate through practices and relationships based on high expectations, shared values and a culture of trust				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>	
Self-evaluation evidence				
Uploaded documents				

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

Emerging	Evolving	Embedding	Excelling
Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community			
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>

Self-evaluation evidence	
Uploaded documents	

Core element	Support and resources			
Dimensions	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students			
Emerging	Evolving	Embedding	Excelling	
Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>	
Self-evaluation evidence				
Uploaded documents				

Self-evaluation Summary - 2023

Western English Language School (8838)



Submitted for review by Laurence Guttman (School Principal) on 30 March, 2023 at 12:14 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 30 March, 2023 at 05:09 PM
Endorsed by Denis Margetic (School Council President) on 03 April, 2023 at 11:10 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	Embedding
	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	Embedding
	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	Our self-evaluation mirrors the evaluation which was done at the end of last year as part of our SSP pre-review self-evaluation.
Considerations for 2023	Continue to prioritise the digitisation of the Writing ELLA and development and trialing of the Speaking & Listening and Reading & Viewing ELLA continua. (P) Expand targeted PLCs with more teachers participating to explore a genuine problem of practice.

	(S) Embed PLCs as a regular component of our teacher practise and student-outcome improvement approach by creating set agendas and consolidating teachers' understanding of the FISO inquiry cycle.
Documents that support this plan	

Annual Implementation Plan - 2023

Select Annual Goals and KIS

Western English Language School (8838)



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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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	Maths - (P) Continue PLC maths focus(S) Embed a maths curriculum Learning target (below) Wellbeing target (below)
Maximise learning growth for all students.	Yes	By 2026 increase the percentage of students achieving growth in Reading, over their stay: <ul style="list-style-type: none"> All Primary age students achieving two or more reading levels growth from 86% (2022) to 90% All Secondary age students achieving two EAL sub-levels from 67% (2022) to 72% 	87% of Primary students achieve two or more reading levels growth over their stay. All Secondary age students achieving two EAL sub-levels from 67% (2022) to 68%
		By 2026 increase the percentage of students achieving growth in Writing, over their stay: <ul style="list-style-type: none"> All Primary age students achieving one or more LLs growth from 89% (2022) to 93% All Secondary age students achieving one or more LLs growth 86% (2022) to 90% 	90% of all Primary students achieve one or more LLs growth over their stay. All Secondary age students achieving one or more LLs growth 86% (2022) to 87%
		By 2026 increase the percentage of positive endorsement in the SSS for: <ul style="list-style-type: none"> Academic emphasis from 66% (2022) to 80% Collective efficacy from 66% (2022) to 80% 	Academic emphasis from 66% (2022) to 69% in 2023 Collective efficacy from 66% (2022) to 69% in 2023 Guaranteed and viable curriculum

		<ul style="list-style-type: none"> Guaranteed and viable curriculum involvement from 68% (2022) to 78% Teacher collaboration from 58% (2022) to 71% 	involvement from 68% (2022) to 70% in 2023 Teacher collaboration from 58% (2022) to 61% in 2023
Enhance the wellbeing of all students.	Yes	By 2026 increase the percentage of positive endorsement in the AtoSS for: <ul style="list-style-type: none"> Effective classroom behaviour from 86% (2022) to 90% Respect for diversity from 83% (2022) to 87% Advocate at school from 89% (2022) to 93% Resilience from 90% (2022) to 94% 	By 2023 increase the percentage of positive endorsement in the AtoSS for:- Effective classroom behaviour from 86% (2022) to 87% -Respect for diversity from 83% (2022) to 84% -Advocate at school from 89% (2022) to 90% -Resilience from 90% (2022) to 91%
		By 2026 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for: <ul style="list-style-type: none"> Parent participation and involvement from 90% (2022) to 94% Teacher communication from 87% (2022) to 91% Student voice and agency from 91% (2022) to 95% 	By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for:- Parent participation and involvement from 90% (2022) to 91% -Teacher communication from 87% (2022) to 88% -Student voice and agency from 91% (2022) to 92%
		By 2026 increase the percentage of positive endorsement in the SSS for: <ul style="list-style-type: none"> Parent and community involvement from 45% (2022) to 62% Trust in students and parents from 67% (2022) to 78% 	By 2023 increase the percentage of positive endorsement in the SSS for:- Parent and community involvement from 45% (2022) to 49% -Trust in students and parents from 67% (2022) to 70%

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	Maths - (P) Continue PLC maths focus (S) Embed a maths curriculum Learning target (below) Wellbeing target (below)

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.	This is in line with system priorities for 2023.	
Goal 2	Maximise learning growth for all students.	
12 Month Target 2.1	87% of Primary students achieve two or more reading levels growth over their stay. All Secondary age students achieving two EAL sub-levels from 67% (2022) to 68%	
12 Month Target 2.2	90% of all Primary students achieve one or more LLs growth over their stay. All Secondary age students achieving one or more LLs growth 86% (2022) to 87%	
12 Month Target 2.3	Academic emphasis from 66% (2022) to 69% in 2023 Collective efficacy from 66% (2022) to 69% in 2023 Guaranteed and viable curriculum involvement from 68% (2022) to 70% in 2023 Teacher collaboration from 58% (2022) to 61% in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Further embed consistent high-quality instructional practices across the school.	Yes

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>		
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build the capacity of teachers to monitor and evaluate the impact of teaching on student learning.</p>	<p>No</p>
<p>KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop and embed school specific assessment and reporting tools.</p>	<p>Yes</p>
<p>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.</p>	<p>Selection of these two KIS builds on the foci in our previous SSP of embedding high-quality instructional practices and developing assessment and reporting tools, particularly our new online assessment tool, the English Language and Literacy Assessment (ELLA).</p>	
<p>Goal 3</p>	<p>Enhance the wellbeing of all students.</p>	
<p>12 Month Target 3.1</p>	<p>By 2023 increase the percentage of positive endorsement in the AtoSS for: -Effective classroom behaviour from 86% (2022) to 87% -Respect for diversity from 83% (2022) to 84% -Advocate at school from 89% (2022) to 90% -Resilience from 90% (2022) to 91%</p>	

12 Month Target 3.2	By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for: -Parent participation and involvement from 90% (2022) to 91% -Teacher communication from 87% (2022) to 88% -Student voice and agency from 91% (2022) to 92%
12 Month Target 3.3	By 2023 increase the percentage of positive endorsement in the SSS for: -Parent and community involvement from 45% (2022) to 49% -Trust in students and parents from 67% (2022) to 70%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 3.a 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	Further embed a whole school tiered approach to wellbeing.
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a whole school strategy to enhance student voice, leadership and learner agency.
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance family and community partnerships to enrich student outcomes.

<p>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.</p>	<p>As this is the first year of our new SSP, we want to consolidate the work we have been doing around a whole-school tiered approach to wellbeing (KIS 3.a). This is important and ongoing work as we have relatively recently employed a primary Mental Health Coordinator and a Secondary Mental Health Practitioner, both of whom have and will continue to be instrumental in this area.</p> <p>We are also planning a new WELS Campus in Melton so it is important to review and reflect to ensure a consistent approach across the school and its campuses.</p> <p>We have been working on numerous new initiatives also; School-Wide Positive Behaviour Supports (SWPBS), Health Talks, Respectful Relationships, Disability Inclusion, Body Safety Australia and whole-school wellbeing meetings.</p> <p>We plan to further develop our Health & Wellbeing curriculum and pastoral care lessons, both of which are integral to our tiered approach to wellbeing.</p> <p>It should be noted that while KIS 3.b (Develop and embed a whole school strategy to enhance student voice, leadership and learner agency) and KIS 3.c (Enhance family and community partnerships to enrich student outcomes) are not a focus this year, they will continue to be progressed as there are many links between the three KIS.</p>
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Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Western English Language School (8838)



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Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 30 March, 2023 at 05:09 PM
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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.
12 Month Target 1.1	Maths - (P) Continue PLC maths focus (S) Embed a maths curriculum Learning target (below) Wellbeing target (below)
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	<ul style="list-style-type: none"> - Curriculum teams meet regularly with the mathematics coordinators to support the increased focus on numeracy across the school. - (S) Mathematics teachers meet periodically to collaborate on planning, teaching and assessment of mathematics - (S) Begin to research/develop/adopt a mathematics test with graded difficulty and trial it for use as a placement and pre & post test. This will allow us to analyse data to support teachers to identify and meet student point of need. - (S) Establish and document a WELS Lesson Structure for mathematics. - (S) Continue development of mathematics curriculum, including documenting mathematics topics for each term, and beginning to collate and create resources to support teachers. - (P) Top 10 Curriculum Day in Term 2 – F-10 Place Value unit - (P) Continue to roll out Top 10 Maths via mentoring and PLCs, with 4 new teachers involved every 6 months - (P) Continue to share Top 10 Maths resources, worksheets, videos and photos between Primary teachers - (P) Incorporate Top 10 initial assessment into WELS Primary Initial Assessment
Outcomes	<ul style="list-style-type: none"> - Development/Modification of a mathematic test to show student improvement - Percentage of implementation of the new pre and post tests - (S) Documentation of secondary WELS mathematics topics for each term - (S) Collation of more topic- and level-based mathematics resources on Intranet - Support from MEAs in classes maintained - (P) Increased number of students participating in Top 10 Maths lessons - (P) Improved teacher understanding of students' Number knowledge and skills on entry to WELS

Success Indicators	<ul style="list-style-type: none"> - Results of term mathematics testing - (S) Secondary WELS mathematics topic document - (P) Data spreadsheets showing pre- and post-test Top10 Maths results - (P) Modified Top 10 Maths pre-/post test. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Top 10 Maths PD for 4 new teachers every semester	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	(Same as Actions in KIS 3.a) <ul style="list-style-type: none"> - Staff meetings to support teachers to use the Writing ELLA to plan and assess students - Continue to collate and analyse Language and Literacy Level data - Introduce Assessment Days (P) Introduce digitised Writing ELLA. Teachers to use for Writing Assessment in place of the Writing WAT. (P) Site curriculum meetings to continue to provide support in using new digitised Writing ELLA to assess. (S) Deliver PD on assessing with the Language & Literacy levels (S) Deliver PD on assessing with the S&L ELLA (S) Collaborate in PLCs, assessment days, HG meetings			

	(S) Consolidating teachers' ability to teach and assess speaking and listening skills using the Speaking and Listening ELLA through PLCs			
Outcomes	<p>(Same as Outcomes in KIS 3.a) Students will have more knowledge around consent, voice and agency, emotional, physical & sexual health and wellbeing. They will develop skills to seek help and access support from relevant adults and agencies.</p> <p>Staff will develop skills to support, discuss and teach consent, voice and agency through programs such as Body Safety Australia and SWPBS and other professional learning.</p> <p>Through parent information sessions, PL sessions and engagement with relevant agencies, the wider WELS community will be supported and engaged on a needs basis.</p>			
Success Indicators	<p>(Same as Success Indicators in KIS 3.a) AtoSS, POS, SSS Develop and trial staff and student surveys to measure wellbeing</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Further digitising the ELLA	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$119,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise learning growth for all students.			

12 Month Target 2.1	87% of Primary students achieve two or more reading levels growth over their stay. All Secondary age students achieving two EAL sub-levels from 67% (2022) to 68%
12 Month Target 2.2	90% of all Primary students achieve one or more LLs growth over their stay. All Secondary age students achieving one or more LLs growth 86% (2022) to 87%
12 Month Target 2.3	Academic emphasis from 66% (2022) to 69% in 2023 Collective efficacy from 66% (2022) to 69% in 2023 Guaranteed and viable curriculum involvement from 68% (2022) to 70% in 2023 Teacher collaboration from 58% (2022) to 61% in 2023
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further embed consistent high-quality instructional practices across the school.
Actions	Deliver PD on aspects of our pedagogical model, including functional grammar (HLW) (S) Collaborate in PLCs, assessment days, HG meetings (S) Consolidating teachers' ability to teach and assess speaking and listening skills using the Speaking and Listening ELLA through PLCs (P) Continue to build up quality reading resources, including: readers for St Albans which are consistent with other campuses; quality classroom library books, more higher-level readers for upper grades. (P) Sharing of Work Programs – focus on learning intentions and differentiation (P) Modify/Re-write one or more units of work e.g. Persuasive Unit in Beach/Sea Topic 3-6 – CRT cover needed or extra staffing provision.
Outcomes	Improved staff knowledge of and competency in teaching the WELS core curriculum More effective teacher collaboration Increase in percentage of students showing 2 or more PM levels of reading growth over their stay at WELS.
Success Indicators	(P) Data showing growth in PM reading levels from entry to exit (S) Results of PLC evaluation survey

(S) Pre- and post- testing on teachers' judgment of self-proficiency in various aspects of our curriculum				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Purchase of readers for St Albans so consistent with other campuses Purchase of quality books for class libraries Purchase of higher-level readers for upper grades	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,815.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
How Language Works (HLW) PD for new staff	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$270,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Modify/Re-write one or more units of work e.g. Persuasive Unit in Beach/Sea Topic 3-6 – CRT cover needed or extra staffing provision.</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop and embed school specific assessment and reporting tools.</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Staff meetings to support teachers to use the Writing ELLA to plan and assess students - Continue to collate and analyse Language and Literacy Level data - Introduce Assessment Days (S) Deliver PD on assessing with the Language & Literacy levels (S) Deliver PD on assessing with the S&L ELLA (S) Collaborate in PLCs, assessment days, HG meetings (S) Consolidating teachers' ability to teach and assess speaking and listening skills using the Speaking and Listening ELLA through PLCs (P) Introduce digitised Writing ELLA. Teachers to use for Writing Assessment in place of the Writing WAT. (P) Site curriculum meetings to continue to provide support in using new digitised Writing ELLA to assess. 			
<p>Outcomes</p>	<ul style="list-style-type: none"> - Increased accuracy in assessing students on Writing continua - New and returning teachers are able to assess students according to the Language and Literacy Levels 			

	<p>- Teachers set appropriate goals and activities for students based on their diagnostic assessment levels and the students show improvement (S) Improved accuracy in assessing using the LLs (S) Improved accuracy and consistency in assessing using the S&L ELLA (S) More effective teacher collaboration</p>			
Success Indicators	<p>- Improved score in academic emphasis, collective efficacy, guaranteed, teacher collaboration as determined from the SSS - All students assessed using the Language and Literacy levels: (P) all students assessed on digitised Writing ELLA (S) all student levels collated in Class Analysis Sheets - Graphs showing student growth across their time at WELS (S) Pre- and post- testing on teachers' judgment of self-proficiency in various aspects of our curriculum</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Assessment Days	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Enhance the wellbeing of all students.			
12 Month Target 3.1	By 2023 increase the percentage of positive endorsement in the AtoSS for: -Effective classroom behaviour from 86% (2022) to 87% -Respect for diversity from 83% (2022) to 84%			

	<ul style="list-style-type: none"> -Advocate at school from 89% (2022) to 90% -Resilience from 90% (2022) to 91%
12 Month Target 3.2	<p>By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for:</p> <ul style="list-style-type: none"> -Parent participation and involvement from 90% (2022) to 91% -Teacher communication from 87% (2022) to 88% -Student voice and agency from 91% (2022) to 92%
12 Month Target 3.3	<p>By 2023 increase the percentage of positive endorsement in the SSS for:</p> <ul style="list-style-type: none"> -Parent and community involvement from 45% (2022) to 49% -Trust in students and parents from 67% (2022) to 70%
<p>KIS 3.a 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</p>	<p>Further embed a whole school tiered approach to wellbeing.</p>
Actions	<ul style="list-style-type: none"> -PL - Saly Alman (MHP) will deliver Social Thinking Model program for selected secondary groups. <ul style="list-style-type: none"> - F-10 Staff Professional learning every term -Ongoing PL for all staff around Child Safety and promotion of associated standards to whole school community -Respectful Relationships - beginning to embed and review the RR curriculum -SWPBS - continuing to embed across whole school -Health Talks: Body Safety Australia and Health and Human Relations Program -Youth Mental Health First Aid training -Schools in for Refugees
Outcomes	<p>Students will have more knowledge around consent, voice and agency, emotional, physical & sexual health and wellbeing. They will develop skills to seek help and access support from relevant adults and agencies.</p> <p>Staff will develop skills to support, discuss and teach consent, voice and agency through programs such as Body Safe Australia and SWPBS and other professional learning.</p>

	Through parent information sessions, PL sessions and engagement with relevant agencies, the wider WELS community will be supported and engaged on a needs basis.			
Success Indicators	<p>As outlined in 12-month targets:</p> <p>-increase the percentage of positive endorsement in the AtoSS for: -Effective classroom behaviour from 86% (2022) to 87% - Respect for diversity from 83% (2022) to 84% -Advocate at school from 89% (2022) to 90% -Resilience from 90% (2022) to 91%</p> <p>-increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for: -Parent participation and involvement from 90% (2022) to 91% -Teacher communication from 87% (2022) to 88% -Student voice and agency from 91% (2022) to 92%</p> <p>-increase the percentage of positive endorsement in the SSS for: -Parent and community involvement from 45% (2022) to 49% - Trust in students and parents from 67% (2022) to 70%</p> <p>Develop and trial staff and student surveys to measure wellbeing</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Youth Mental Health First Aid	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,404.11 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schools in for refugees	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Body Safety	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Human Relations	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Canteen Coordinator for Braybrook Campus - healthy eating breakfast program, student food for recess and lunch. 1 period/week to work with students and canteen to develop healthy eating program (\$5000)	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Annual Implementation Plan - 2023

Funding Planner - 2023

Western English Language School (8838)



Submitted for review by Laurence Guttman (School Principal) on 30 March, 2023 at 12:14 PM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 30 March, 2023 at 05:09 PM

Endorsed by Denis Margetic (School Council President) on 03 April, 2023 at 11:10 AM

WESTERN ENGLISH LANGUAGE SCHOOL

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,192,218.11	\$1,192,218.11	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$1,192,218.11	\$1,192,218.11	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Top 10 Maths PD for 4 new teachers every semester	\$65,000.00
Further digitising the ELLA	\$119,000.00
How Language Works (HLW) PD for new staff	\$270,000.00
Youth Mental Health First Aid	\$28,404.11
Schools in for refugees	\$25,000.00
Body Safety	\$25,000.00
Human Relations	\$1,000.00
Canteen Coordinator for Braybrook Campus - healthy eating breakfast program, student food for recess and lunch. 1 period/week to work with students and canteen to develop healthy eating program (\$5000)	\$60,000.00

Totals	\$593,404.11
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Top 10 Maths PD for 4 new teachers every semester	from: Term 1 to: Term 4	\$65,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Further digitising the ELLA	from: Term 1 to: Term 4	\$119,000.00	<input checked="" type="checkbox"/> Other Programmer
How Language Works (HLW) PD for new staff	from: Term 2 to: Term 4	\$270,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Youth Mental Health First Aid	from: Term 1 to: Term 4	\$28,404.11	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Schools in for refugees	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Body Safety	from: Term 1	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		<input checked="" type="checkbox"/> Support services
Human Relations	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Canteen Coordinator for Braybrook Campus - healthy eating breakfast program, student food for recess and lunch. 1 period/week to work with students and canteen to develop healthy eating program (\$5000)	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$593,404.11	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Employment of MEAs- additional 6.2(SLP) MEA 21.4 FTE p/week 13.4 MEA staff not funded 311.2 hours slp per week (10 staff additional)	\$328,104.00
Curriculum resources	\$40,000.00
Secondary student book packs \$5000 for Braybrook \$3000 for Wyndham	\$8,000.00
Primary student supplies	\$12,710.00
Speech therapist	\$40,000.00
Excursions and camps	\$140,000.00
Additional 2 days/week for MHP	\$30,000.00
Totals	\$598,814.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Employment of MEAs- additional 6.2(SLP)</p> <p>MEA 21.4 FTE p/week</p> <p>13.4 MEA staff not funded</p> <p>311.2 hours slp per week (10 staff additional)</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$328,104.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Curriculum resources	<p>from: Term 1</p> <p>to: Term 4</p>	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<p>Secondary student book packs</p> <p>\$5000 for Braybrook</p> <p>\$3000 for Wyndham</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Primary student supplies	<p>from: Term 1</p> <p>to: Term 4</p>	\$12,710.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Speech therapist	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Support services
Excursions and camps	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional 2 days/week for MHP	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Totals		\$598,814.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of MEAs- additional 6.2(SLP) MEA 21.4 FTE p/week 13.4 MEA staff not funded	from: Term 1 to: Term 4		

311.2 hours slp per week (10 staff additional)			
Curriculum resources	from: Term 1 to: Term 4		
Secondary student book packs \$5000 for Braybrook \$3000 for Wyndham	from: Term 1 to: Term 4		
Primary student supplies	from: Term 1 to: Term 4		
Speech therapist	from: Term 1 to: Term 4		
Excursions and camps	from: Term 1 to: Term 4		
Additional 2 days/week for MHP	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
<p>Employment of MEAs- additional 6.2(SLP)</p> <p>MEA 21.4 FTE p/week</p> <p>13.4 MEA staff not funded</p> <p>311.2 hours slp per week (10 staff additional)</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$0.00	
Curriculum resources	<p>from: Term 1</p> <p>to: Term 4</p>	\$0.00	
<p>Secondary student book packs</p> <p>\$5000 for Braybrook</p> <p>\$3000 for Wyndham</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$0.00	
Primary student supplies	<p>from: Term 1</p> <p>to: Term 4</p>	\$0.00	

Speech therapist	from: Term 1 to: Term 4	\$0.00	
Excursions and camps	from: Term 1 to: Term 4	\$0.00	
Additional 2 days/week for MHP	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Annual Implementation Plan 2023

Professional Learning and Development Plan

Western English Language School (8838)



Submitted for review by Laurence Guttman (School Principal) on 30 March, 2023 at 12:14 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 30 March, 2023 at 05:09 PM
Endorsed by Denis Margetic (School Council President) on 03 April, 2023 at 11:10 AM

WESTERN ENGLISH LANGUAGE SCHOOL

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Top 10 Maths PD for 4 new teachers every semester	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy toolkit PLC framework <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
How Language Works (HLW) PD for new staff	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Lexis Education	<input checked="" type="checkbox"/> On-site
Youth Mental Health First Aid	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants MHFA	<input checked="" type="checkbox"/> On-site

		to: Term 4				
Schools in for refugees	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Fondation House	<input checked="" type="checkbox"/> On-site
Body Safety	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Body Safety Australia	<input checked="" type="checkbox"/> On-site
Human Relations	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site