



Edu	cational Achievement	Wellbeing and Engagement	Ci
<ul> <li>ACTIONS</li> <li>Review processes to ensure the P-12 CARF is understood, implemented and resourced.</li> <li>Continue to prepare and upskill teaching teams for AC V9 in readiness for implementation in 2024.</li> <li>Refine the implementation of the Science of Reading by further building the capacity of extended teams, resourcing RWI decodables and literacy play, and engaging an additional 0.2FTE Speech Language Therapist (I4S).</li> <li>Teachers to continue to implement quality Third Teacher spaces (Word Walls, Bump it up Walls, Goals).</li> <li>Allocate resourcing to ensure every student in Years 3 – 6 has a device to support digital literacies (I4S).</li> <li>Review, refine and implement agreed collegial engagement practices (observation and feedback processes) to support the WNSS Pedagogical Approach and strengthen a shared commitment to openness, trust and improvement.</li> </ul>		<ul> <li>ACTIONS</li> <li>Revisit school wide Positive Behaviour for Learning (PBL) practices to build capability in staff.</li> <li>Implement a school wide process of Classroom Profiling to quality assure consistency of implementation in every classroom (I4S).</li> <li>Targeted PD with external providers to strengthen staff capability in Trauma Responsive Practices, including the Zones of Regulation; resourcing where required (I4S).</li> <li>Collaboratively and routinely implement a Case Management Approach with teachers targeting marker students within the identified attendance range (engagement and attendance).</li> </ul>	adjustments to ensure s
		Performance Measures	•
Educational Achievement		Wellbeing and Engagement	
<ul> <li>SORD School Summary with &gt;1 of 4 test areas (U2B reading &amp; numeracy).</li> </ul>	LOA Data20222023P-6 English A-C%58.070.0P-6 English A-B%28.540.0P-6 Math A-C%71.285.0P-6 Math A-B%34.945.0	<ul> <li>Attendance 90%</li> <li>&lt;20% of students attending &lt;85%</li> <li>School Opinion Survey – Staff Responses &gt;90%</li> <li>Prep and 1 students receiving an SDAs = &lt;5</li> </ul>	<ul> <li>100% of Year 6 student OS for 2024</li> <li>100% of KindyLinQ students with s</li></ul>

## ENDORSEMENT

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mr. Mahan

stall

Principal: Michael McMahon

ARD: Sue Dalton

# AIP 2023

Our Values: Woodridge North learners are safe, responsible and respectful We are informed by research based practices • PBL & Trauma Responsive Practices • Anita Archer - Active Participation • The Scientific Teaching of Reading • Sharratt - Clarity • Hattie - Visible Learning

#### Culture and inclusion ACTIONS

program as a targeted approach to social – emotional le students (I4S).

with external system experts, teaching staff to utilise o generate and implement tailored programs and e students are learning at the appropriate level (I4S). external providers to build coaching capabilities of ers (I4S).

new Beginning Teacher's Mentor Program.

re processes and forums to strengthen staff, student

#### **Culture and Inclusion**

ents have destination high school recorded on





Edu	cational Achievement	Wellbeing and Engagement	Ci
<ul> <li>ACTIONS</li> <li>Review processes to ensure the P-12 CARF is understood, implemented and resourced.</li> <li>Continue to prepare and upskill teaching teams for AC V9 in readiness for implementation in 2024.</li> <li>Refine the implementation of the Science of Reading by further building the capacity of extended teams, resourcing RWI decodables and literacy play, and engaging an additional 0.2FTE Speech Language Therapist (I4S).</li> <li>Teachers to continue to implement quality Third Teacher spaces (Word Walls, Bump it up Walls, Goals).</li> <li>Allocate resourcing to ensure every student in Years 3 – 6 has a device to support digital literacies (I4S).</li> <li>Review, refine and implement agreed collegial engagement practices (observation and feedback processes) to support the WNSS Pedagogical Approach and strengthen a shared commitment to openness, trust and improvement.</li> </ul>		<ul> <li>ACTIONS</li> <li>Revisit school wide Positive Behaviour for Learning (PBL) practices to build capability in staff.</li> <li>Implement a school wide process of Classroom Profiling to quality assure consistency of implementation in every classroom (I4S).</li> <li>Targeted PD with external providers to strengthen staff capability in Trauma Responsive Practices, including the Zones of Regulation; resourcing where required (I4S).</li> <li>Collaboratively and routinely implement a Case Management Approach with teachers targeting marker students within the identified attendance range (engagement and attendance).</li> </ul>	adjustments to ensure s
		Performance Measures	•
Educational Achievement		Wellbeing and Engagement	
<ul> <li>SORD School Summary with &gt;1 of 4 test areas (U2B reading &amp; numeracy).</li> </ul>	LOA Data20222023P-6 English A-C%58.070.0P-6 English A-B%28.540.0P-6 Math A-C%71.285.0P-6 Math A-B%34.945.0	<ul> <li>Attendance 90%</li> <li>&lt;20% of students attending &lt;85%</li> <li>School Opinion Survey – Staff Responses &gt;90%</li> <li>Prep and 1 students receiving an SDAs = &lt;5</li> </ul>	<ul> <li>100% of Year 6 student OS for 2024</li> <li>100% of KindyLinQ students with s</li></ul>

## ENDORSEMENT

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mr. Mahan

stall

Principal: Michael McMahon

ARD: Sue Dalton

# AIP 2023

Our Values: Woodridge North learners are safe, responsible and respectful We are informed by research based practices • PBL & Trauma Responsive Practices • Anita Archer - Active Participation • The Scientific Teaching of Reading • Sharratt - Clarity • Hattie - Visible Learning

#### Culture and inclusion ACTIONS

program as a targeted approach to social – emotional le students (I4S).

with external system experts, teaching staff to utilise o generate and implement tailored programs and e students are learning at the appropriate level (I4S). external providers to build coaching capabilities of ers (I4S).

new Beginning Teacher's Mentor Program.

re processes and forums to strengthen staff, student

#### **Culture and Inclusion**

ents have destination high school recorded on





Edu	cational Achievement	Wellbeing and Engagement	Ci
<ul> <li>ACTIONS</li> <li>Review processes to ensure the P-12 CARF is understood, implemented and resourced.</li> <li>Continue to prepare and upskill teaching teams for AC V9 in readiness for implementation in 2024.</li> <li>Refine the implementation of the Science of Reading by further building the capacity of extended teams, resourcing RWI decodables and literacy play, and engaging an additional 0.2FTE Speech Language Therapist (I4S).</li> <li>Teachers to continue to implement quality Third Teacher spaces (Word Walls, Bump it up Walls, Goals).</li> <li>Allocate resourcing to ensure every student in Years 3 – 6 has a device to support digital literacies (I4S).</li> <li>Review, refine and implement agreed collegial engagement practices (observation and feedback processes) to support the WNSS Pedagogical Approach and strengthen a shared commitment to openness, trust and improvement.</li> </ul>		<ul> <li>ACTIONS</li> <li>Revisit school wide Positive Behaviour for Learning (PBL) practices to build capability in staff.</li> <li>Implement a school wide process of Classroom Profiling to quality assure consistency of implementation in every classroom (I4S).</li> <li>Targeted PD with external providers to strengthen staff capability in Trauma Responsive Practices, including the Zones of Regulation; resourcing where required (I4S).</li> <li>Collaboratively and routinely implement a Case Management Approach with teachers targeting marker students within the identified attendance range (engagement and attendance).</li> </ul>	adjustments to ensure s
		Performance Measures	•
Educational Achievement		Wellbeing and Engagement	
<ul> <li>SORD School Summary with &gt;1 of 4 test areas (U2B reading &amp; numeracy).</li> </ul>	LOA Data20222023P-6 English A-C%58.070.0P-6 English A-B%28.540.0P-6 Math A-C%71.285.0P-6 Math A-B%34.945.0	<ul> <li>Attendance 90%</li> <li>&lt;20% of students attending &lt;85%</li> <li>School Opinion Survey – Staff Responses &gt;90%</li> <li>Prep and 1 students receiving an SDAs = &lt;5</li> </ul>	<ul> <li>100% of Year 6 student OS for 2024</li> <li>100% of KindyLinQ students with s</li></ul>

## ENDORSEMENT

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mr. Mahan

Spale

Principal: Michael McMahon

ARD: Sue Dalton

# AIP 2023

Our Values: Woodridge North learners are safe, responsible and respectful We are informed by research based practices • PBL & Trauma Responsive Practices • Anita Archer - Active Participation • The Scientific Teaching of Reading • Sharratt - Clarity • Hattie - Visible Learning

#### Culture and inclusion ACTIONS

program as a targeted approach to social – emotional le students (I4S).

with external system experts, teaching staff to utilise o generate and implement tailored programs and e students are learning at the appropriate level (I4S). external providers to build coaching capabilities of ers (I4S).

new Beginning Teacher's Mentor Program.

re processes and forums to strengthen staff, student

#### **Culture and Inclusion**

ents have destination high school recorded on





Edu	cational Achievement	Wellbeing and Engagement	Ci
<ul> <li>ACTIONS</li> <li>Review processes to ensure the P-12 CARF is understood, implemented and resourced.</li> <li>Continue to prepare and upskill teaching teams for AC V9 in readiness for implementation in 2024.</li> <li>Refine the implementation of the Science of Reading by further building the capacity of extended teams, resourcing RWI decodables and literacy play, and engaging an additional 0.2FTE Speech Language Therapist (I4S).</li> <li>Teachers to continue to implement quality Third Teacher spaces (Word Walls, Bump it up Walls, Goals).</li> <li>Allocate resourcing to ensure every student in Years 3 – 6 has a device to support digital literacies (I4S).</li> <li>Review, refine and implement agreed collegial engagement practices (observation and feedback processes) to support the WNSS Pedagogical Approach and strengthen a shared commitment to openness, trust and improvement.</li> </ul>		<ul> <li>ACTIONS</li> <li>Revisit school wide Positive Behaviour for Learning (PBL) practices to build capability in staff.</li> <li>Implement a school wide process of Classroom Profiling to quality assure consistency of implementation in every classroom (I4S).</li> <li>Targeted PD with external providers to strengthen staff capability in Trauma Responsive Practices, including the Zones of Regulation; resourcing where required (I4S).</li> <li>Collaboratively and routinely implement a Case Management Approach with teachers targeting marker students within the identified attendance range (engagement and attendance).</li> </ul>	adjustments to ensure s
		Performance Measures	•
Educational Achievement		Wellbeing and Engagement	
<ul> <li>SORD School Summary with &gt;1 of 4 test areas (U2B reading &amp; numeracy).</li> </ul>	LOA Data20222023P-6 English A-C%58.070.0P-6 English A-B%28.540.0P-6 Math A-C%71.285.0P-6 Math A-B%34.945.0	<ul> <li>Attendance 90%</li> <li>&lt;20% of students attending &lt;85%</li> <li>School Opinion Survey – Staff Responses &gt;90%</li> <li>Prep and 1 students receiving an SDAs = &lt;5</li> </ul>	<ul> <li>100% of Year 6 student OS for 2024</li> <li>100% of KindyLinQ students with s</li></ul>

## ENDORSEMENT

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mr. Mahan

Spale

Principal: Michael McMahon

ARD: Sue Dalton

# AIP 2023

Our Values: Woodridge North learners are safe, responsible and respectful We are informed by research based practices • PBL & Trauma Responsive Practices • Anita Archer - Active Participation • The Scientific Teaching of Reading • Sharratt - Clarity • Hattie - Visible Learning

#### Culture and inclusion ACTIONS

program as a targeted approach to social – emotional le students (I4S).

with external system experts, teaching staff to utilise o generate and implement tailored programs and e students are learning at the appropriate level (I4S). external providers to build coaching capabilities of ers (I4S).

new Beginning Teacher's Mentor Program.

re processes and forums to strengthen staff, student

#### **Culture and Inclusion**

ents have destination high school recorded on





Edu	cational Achievement	Wellbeing and Engagement	Ci
<ul> <li>ACTIONS</li> <li>Review processes to ensure the P-12 CARF is understood, implemented and resourced.</li> <li>Continue to prepare and upskill teaching teams for AC V9 in readiness for implementation in 2024.</li> <li>Refine the implementation of the Science of Reading by further building the capacity of extended teams, resourcing RWI decodables and literacy play, and engaging an additional 0.2FTE Speech Language Therapist (I4S).</li> <li>Teachers to continue to implement quality Third Teacher spaces (Word Walls, Bump it up Walls, Goals).</li> <li>Allocate resourcing to ensure every student in Years 3 – 6 has a device to support digital literacies (I4S).</li> <li>Review, refine and implement agreed collegial engagement practices (observation and feedback processes) to support the WNSS Pedagogical Approach and strengthen a shared commitment to openness, trust and improvement.</li> </ul>		<ul> <li>ACTIONS</li> <li>Revisit school wide Positive Behaviour for Learning (PBL) practices to build capability in staff.</li> <li>Implement a school wide process of Classroom Profiling to quality assure consistency of implementation in every classroom (I4S).</li> <li>Targeted PD with external providers to strengthen staff capability in Trauma Responsive Practices, including the Zones of Regulation; resourcing where required (I4S).</li> <li>Collaboratively and routinely implement a Case Management Approach with teachers targeting marker students within the identified attendance range (engagement and attendance).</li> </ul>	adjustments to ensure s
		Performance Measures	•
Educational Achievement		Wellbeing and Engagement	
<ul> <li>SORD School Summary with &gt;1 of 4 test areas (U2B reading &amp; numeracy).</li> </ul>	LOA Data20222023P-6 English A-C%58.070.0P-6 English A-B%28.540.0P-6 Math A-C%71.285.0P-6 Math A-B%34.945.0	<ul> <li>Attendance 90%</li> <li>&lt;20% of students attending &lt;85%</li> <li>School Opinion Survey – Staff Responses &gt;90%</li> <li>Prep and 1 students receiving an SDAs = &lt;5</li> </ul>	<ul> <li>100% of Year 6 student OS for 2024</li> <li>100% of KindyLinQ students with s</li></ul>

## ENDORSEMENT

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Mr. Mahan

Spale

Principal: Michael McMahon

ARD: Sue Dalton

# AIP 2023

Our Values: Woodridge North learners are safe, responsible and respectful We are informed by research based practices • PBL & Trauma Responsive Practices • Anita Archer - Active Participation • The Scientific Teaching of Reading • Sharratt - Clarity • Hattie - Visible Learning

#### Culture and inclusion ACTIONS

program as a targeted approach to social – emotional le students (I4S).

with external system experts, teaching staff to utilise o generate and implement tailored programs and e students are learning at the appropriate level (I4S). external providers to build coaching capabilities of ers (I4S).

new Beginning Teacher's Mentor Program.

re processes and forums to strengthen staff, student

#### **Culture and Inclusion**

ents have destination high school recorded on