**Annual Implementation Plan - 2024**

**Define actions, outcomes, success indicators and activities**

St Albans Secondary College (8330)



Submitted for review by Craig Jennings (School Principal) on 14 December, 2023 at 07:52 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 06 January, 2024 at 05:47 PM
Endorsed by Tracy Nero (School Council President) on 08 January, 2024 at 12:04 PM

**Define actions, outcomes, success indicators and activities**

|  |  |
| --- | --- |
| Goal 2 | To maximise learning and engagement for every student in every classroom. |
| 12-month target 2.1 target | To increase the percentage of students who are in the exceeding and strong proficiency levels for;- Year 9 Reading from 58% to 60%,- Year 9 Writing from 68% to 70%- Year 9 Numeracy from 66% to 68%. |
| 12-month target 2.2 target | To increase the mean All Studies VCE score from 31 to 31.50, - to increase the percentage of VCE study scores that are greater than or equal to 40, from 7.8 to 9.0%,- to increase the VCE completion rate by 2% from a baseline set in 2023 (94%) |
| 12-month target 2.3 target | To increase the percentage positive response on the AtoSS from;- 65% to 67% for Differentiated learning challenge,- 58% to 60% for Stimulated learning,- 49% to 52% for Student voice and agency,- 69% to 71% for Effective teaching time |
| 12-month target 2.4 target | To increase the percentage positive response on the SSS from;- 52% to 56% for Academic emphasis,- 73% to 75% for Use student feedback to improve practice,- 77% to 79% for Plan differentiated learning activities |
| 12-month target 2.5 target | To increase the percentage positive response on the POS from 70% to 72% for Stimulating learning environment. |
| KIS 2.aSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capacity to utilise a range of assessment and feedback strategies to improve student outcomes. |
| **Actions** | Action 1To develop a shared understanding of the use of formative assessment in our teaching and learning frameworkAction 2To develop staff capacity to support students to actively engage with feedback in classAction 3To investigate best practice models for assessment and reporting to inform future directions for whole school assessment approaches |
| **Outcomes** | Action 1Students will:- Complete a more diverse range of formative assessment tasksTeachers will: - Use a variety of approaches to formative assessmentAction 2Students will:- Engage with feedback more regularly and thoroughly to improve their learning outcomesTeachers will: - Use a variety of approaches to ensuring student engagement with feedbackAction 3Leaders will:- Evaluate a range of assessment and reporting models and approaches, including those from other schools  |
| **Success Indicators** | Action 1Early Indicators:- Assessment and Reporting policy updated and published on Compass and T-Drive - Progress reports only report on summative assessment tasks Late Indicators:- KLA CFT exemplar resource bank published on Compass- CFTs align with published guidelines, and are available to teachers on Learning Area T-Drives and/or Google Drives Action 2Early Indicators:- Updated in-lesson feedback toolkit published on Compass and communicated to staff- Feedback from professional learning modules indicates positive endorsement and strategies teachers intend to apply Late Indicators:- Student forum feedback indicates increased time to implement feedback from teachers - Student forum feedback indicates exposure to a range of feedback strategies Action 3Late Indicators:- Documented evaluation of a range of assessment and reporting models and approaches  |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Develop and publish a KLA CFT exemplar resource bank | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s)🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: Develop and deliver whole school professional learning on formative assessment and CFTs | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s)🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 1: Ensure CFTs are low-stakes, non-reportable assessment at years 7-11  | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 1: Update Assessment and Reporting policy to reflect CFTs guidelines and practices  | 🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 2: Review and refine the in-lesson feedback toolkit | 🗹 Learning specialist(s)🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Action 2: Create KLA-specific feedback strategy resources | 🗹 Learning specialist(s)🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 3to:Term 3 | $0.00 |
| Action 2: Provide professional learning on feedback strategies | 🗹 Learning specialist(s)🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Action 3: Evaluate a range of assessment and reporting models | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 3: Visit one secondary school per term with alternative assessment practices | 🗹 Curriculum co-ordinator (s)🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| KIS 2.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build teacher capacity to increase student agency and influence in their learning. |
| **Actions** | Action 1Define student agency for our school contextAction 2Build student capacity for agency through student leadership Action 3Further develop the effort goal setting process |
| **Outcomes** | Action 1Students will:- Have increased agency in the classroomTeachers will: - Trial student agency strategies in select classesLeaders will: - Be able to articulate a definition of student agency, including examples of what it looks like in classroomsAction 2Students will:- Run student forums, assemblies, and class visitsAction 3Students will:- Set, engage with, and evaluate effort goalsTeachers will: - Facilitate effort goal-setting process- Regularly discuss effort goals with students Parents will:- Know how to access student effort goals through Compass |
| **Success Indicators** | Action 1Early indicators: - Definition of student agency will be developed - Student agency strategies will be documentated and evaluated Late Indicators:- Learning Manager Curriculum Planners will document student agency strategies- Resource bank of successful student agency strategies will be published on CompassAction 2Early indicators:- Year level assemblies, forums, and class visits will be student run- Student leaders will participate in public speaking trainingLate indicators: - Student leaders will evaluate data from student-run forumsAction 3:Early indicators: - Current goal-setting processes will be evaluated and updatedLate indicators: - Increased percentage of effort goals will be published on reports |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Develop a definition of student agency  | 🗹 Leading teacher(s)🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: Trial student agency strategies in select classes, including Learning Manager periods | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 2to:Term 4 | $0.00 |
| Action 1: Create a resource bank of successful strategies, including videos of classes  | 🗹 Curriculum co-ordinator (s)🗹 KLA leader🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 2: Improve public speaking skills through explicit teaching, peer coaching, and informal public speaking opportunities  | 🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Increase student leadership through student-driven forums, assemblies, and student-run class visits  | 🗹 Student leadership coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 3: Evaluate the effectiveness of the current effort goal-setting processes | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 3: Investigate effort goal setting process in Years 10-12 | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 3: Develop and integrate an updated effort goal-setting process | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 3: Maintain effort goals on 7-9 reports  | 🗹 Assistant principal🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 3: Provide support for parents to access effort goals through Compass | 🗹 Assistant principal🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| KIS 2.cDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed differentiation so that it is consistently observable in classroom practices and curriculum and assessment |
| **Actions** | Action 1To strengthen staff capacity to embed differentiation into curriculum designAction 2To further build the capacity of staff to embed differentiation at all stages of the LATAR cycleAction 3To build staff capacity to design and deliver differentiated assessment |
| **Outcomes** | Action 1Students will:- Experience differentiated learning activities more consistently across all areas of learningTeachers will: - Use exemplar units from their KLA to develop differentiated units of workAction 2Students will:- Report a more consistent experience of differentiation in the classroomTeachers will: - Further develop classroom practice to provide a differentiated learning experienceAction 3Students will:- Experience differentiated formative and summative assessmentTeachers will: - Further develop and trial an approach to differentiated assessment in their KLA |
| **Success Indicators** | Action 1Early Indicators:- Fully-differentiated exemplar KUDs will be evidence in curriculum documentation (CQRP, T: Drive, Google Drive)- KLAs have developed an exemplar unit of workLate Indicators:- Curriculum Quality Review shows an increase of differentiated learning activities in lesson resources- Student learning forums provide evidence of differentiated learning activitiesAction 2Early indicators: - Feedback from professional learning modules indicates positive endorsement and strategies teachers intend to applyLate Indicators:- Student learning forum data suggests students are having a more consistent differentiation experienceAction 3 Early Indicators:- Assessment audit results shared with each KLALate Indicators:- Differentiated assessment approach will be documented for each KLA- Evaluation of differentiated assessment performed by each KLA |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Conduct Curriculum Quality Review with a continued focus on differentiation | 🗹 Curriculum co-ordinator (s)🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Action 1: Develop exemplar differentiated units in each KLA for teachers to use as a model for curriculum development | 🗹 KLA leader🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 1: Develop LAL capacity to support and deliver professional learning on differentiation in their KLAs  | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s)🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: LALs provide professional learning in their KLAs | 🗹 KLA leader | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 2: Use instructional coaching to support continued professional development in differentiation practice | 🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Further develop resource bank for differentiated learning activities across all learning areas  | 🗹 Learning specialist(s)🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 2: Include the lens of differentiation for all relevant school initiatives with particular focus on disability and inclusion | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Include differentiation professional learning in new staff induction | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 3: Provide professional learning on a range of differentiated assessment strategies | 🗹 Curriculum co-ordinator (s)🗹 KLA leader🗹 Learning specialist(s)🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Action 3: Develop, trial, and evaluate at least one new shared approach to differentiated assessment in each KLA | 🗹 KLA leader | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Action 3: Audit assessments to ensure they cater for below standard and stretch students | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 4to:Term 4 | $0.00 |
| KIS 2.dDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build excellence in research–based teaching practice. |
| **Actions** | Action 1Enhance the school-wide approaches to professional learning Action 2Build teacher capacity to effectively teach numeracy skills in their classesAction 3Build teacher capacity to effectively teach literacy across the College |
| **Outcomes** | Action 1Students will:- Report an improvement in engagement in learning activities and classroom environmentsTeachers will:- Be exposed to research and have more opportunities to engage with materials following professional learning- Implement research-based teaching practices Action 2Students will:- Show increased proficiency levels in NAPLAN Numeracy and Pat M testing- Receive numeracy support if identified for intervention- Report increased engagement in MathsTeachers will:- Report increased confidence in identifying and teaching numeracy skills specific to their subject area.- Report an increase in staff confidence to effectively use data to improve student learning outcomes.- Be able to effectively identify, and differentiate for, high-ability students in maths classrooms.Action 3Students will: - Show increased proficiency levels in NAPLAN reading and Pat R testing- Receive literacy support if identified for intervention- Show increased engagement in English through student surveys and feedbackTeachers will: - Have a shared and consistent approach to the teaching of reading in English, EAL, and Literacy programs - Report increased confidence in using the whole school literacy plan (teach summarising, word, sentence and text level)- Identify students’ literacy learning needs and collaboratively develop interventions- Consistently use red writing books and blue reading journals to improve student writing and reading- Report Increased engagement in reading lessons  |
| **Success Indicators** | Action 1Early Indicators:- Professional reading group established- Professional reading featured in agenda items in leadership meetings- Professional learning processes refined based on feedbackLate Indicators:- Professional reading links provided following professional learning modules- Evaluation of professional learning processes used throughout the yearAction 2Early Indicators:- Feedback from audit of numeracy in curriculum documentation given to LALs- Pre-testing platform established and utilised consistently for Junior Classes- Development of resource banks for high-ability maths students across 7 - 9Late Indicators:- Improved growth in NAPLAN and PAT-M data- Numeracy skills and teaching resources consistently identified in Curriculum PlannersAction 3 Early Indicators:- Literacy Team Handbook has been updated- Students have completed a survey on reading- Resources and lessons created to prepare for NAPLAN Late Indicators:- Growth in proficiency levels in NAPLAN and Pat R - Completed diagnostic tools to assess reading- An updated reading program underpinned by current best practice and research  |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Schedule term-based leadership engagement with relevant professional reading in meetings | 🗹 Assistant principal🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 1: Establish a staff professional reading group | 🗹 Learning specialist(s)🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Action 1: Strengthen and continuously evaluate the instructional and peer coaching programs | 🗹 Learning specialist(s)🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 1: Make evidence-based practices more visible in all professional learning, including links to key readings | 🗹 Assistant principal🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 1: Continued development of responsive professional learning processes including ongoing evaluation | 🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Review and refine the Whole School Numeracy Plan, including an audit of curriculum documentation across KLAs | 🗹 Curriculum co-ordinator (s)🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 2to:Term 3 | $0.00 |
| Action 2: Provide professional learning on the Whole School Numeracy Plan to all staff | 🗹 Learning specialist(s)🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 3to:Term 3 | $0.00 |
| Action 2: Monitor student learning data to continuously plan for and evaluate all intervention/extension programs (GRIN, MYLNS, TLI) | 🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $200,000.00🗹 Equity funding will be used |
| Action 2: Improve numeracy teams capacity to use research-based practice to plan and provide interventions for students | 🗹 KLA leader🗹 Learning specialist(s)🗹 Numeracy leader | 🞎 PLP Priority | from:Term 1to:Term 4 | $200,000.00🗹 Equity funding will be used |
| Action 2: Fully embed maths pre-testing practices and differentiated teaching at Years 7 and 8 | 🗹 KLA leader🗹 Learning specialist(s)🗹 Numeracy leader | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Develop resource banks for high-ability students | 🗹 KLA leader🗹 Learning specialist(s)🗹 Numeracy leader | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 3: Build teacher capacity to effectively teach literacy across the College through professional learning module/s using the Whole School Literacy Plan | 🗹 Learning specialist(s)🗹 Literacy leader🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 2to:Term 2 | $200,000.00🗹 Equity funding will be used |
| Action 3: Review the strategies to teach and assess reading in English, EAL, Literate Practices and LEP | 🗹 KLA leader🗹 Literacy leader | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 3: Investigate alternatives to how reading is assessed including trialling different diagnostic tools | 🗹 KLA leader🗹 Learning specialist(s)🗹 Literacy leader | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 3: Gauge, English, EAL, Lit Practices and LEP teacher competence and confidence on how to best teach reading, and develop next steps in teaching reading | 🗹 Literacy leader | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 3: Provide an understanding of the whole school literacy plan for new staff in induction meetings | 🗹 Literacy leader🗹 Teaching and learning coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 3: In Literacy Team Meetings schedule planning for the teaching of reading. | 🗹 KLA leader🗹 Literacy leader | 🞎 PLP Priority | from:Term 1to:Term 4 | $200,000.00🗹 Equity funding will be used |
| Action 3: Collaboratively create resources for 7, 8 and 9 English and EAL that address areas of weakness in student writing as identified by NAPLAN and PAT R | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 3: Set the agenda for literacy teams, for each term, focusing on key activities and interventions. | 🗹 Literacy leader | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Goal 3 | To enhance student wellbeing. |
| 12-month target 3.1 target | To reduce the number of days absent per student per year from 19 days to 16 days. |
| 12-month target 3.2 target | To increase the percentage positive response on the AtoSS from;- 46% to 50% for School connectedness,- 62% to 64% for Advocate at school,- 50% to 53% for Respect for diversity,- 63% to 65% for Effective classroom behaviour |
| 12-month target 3.3 target | To increase the percentage positive response on the POS from;- 57% to 61% for Student motivation and support,- 77% to 79% for Confidence and resiliency skills |
| 12-month target 3.4 target | To increase the percentage positive response on the SSS from;- 39% to 41% for Shielding and buffering,- 46% to 48% for Staff professional safety,- 43% to 45% for Staff psychological safety,- 52% to 53% for Staff safety and wellbeing consultation and participation. |
| KIS 3.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop the capacity of staff to promote a safe, orderly, inclusive and stimulating school environment.  |
| **Actions** | Action 1Develop and integrate a whole school approach to creating safe and inclusive classrooms using the SWPBS frameworkAction 2Develop and refine systems and processes to implement the disability and inclusion reform |
| **Outcomes** | Action 1Students will:- Be able to articulate and demonstrate their clear understanding of behaviour expectations- Engage in more positive behaviour Teachers will: - Develop a shared understanding of behaviour expectations and school wide responses- Use agreed practices and consistent language to teach and reinforce positive behaviour Action 2Students will:- Report experiencing inclusive learning environments with learning activities designed to meet them at their point of needTeachers will:- Have a shared understanding of the the disability and inclusion framework - Utilise IEPs and snapshots to differentiate for disability and inclusion |
| **Success Indicators** | Action 1Early Indicators:- SWPBS team is established- Review of existing frameworks, student management systems, and rewards processes has been conducted - Values matrix has been developed through consultation with school communityLate Indicators: - Student forum data demonstrates an increased sense of safety in the school- Staff report improved student behaviour - Fewer red posts and suspensions reported on Compass- Increasing “green posts” or reward posts on Compass Action 2Early Indicators:- IEP and snapshots are reviewed on compass - IEP and snapshots are linked to data mastersheets- Disability inclusion data has been shared at a staff meeting- Teachers have engaged with IEPsLate Indicators: - IEP and SSG processes have been refined and are documented and shared with all staff- Process for tracking and implementing IEPS has been developed and evaluated  |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Establish SWPBS Team and structure, and complete SWPBS leadership course | 🗹 SWPBS leader/team | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 1: Develop a vision and plan for implementation of SWPBS for year 1 and beyond | 🗹 SWPBS leader/team | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: Review student management and Compass processes to support SWPBS framework | 🗹 SWPBS leader/team | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: Review and build on existing frameworks to support SWPBS (EG values matrix, hierarchy of consequences, PFL, Engagement continuum, Differentiation framework) | 🗹 SWPBS leader/team | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: Review and refine recognition and reward processes in the school | 🗹 SWPBS leader/team | 🞎 PLP Priority | from:Term 2to:Term 4 | $0.00 |
| Action 1: Develop a strategy for teaching expected behaviours and begin implementation. | 🗹 SWPBS leader/team | 🗹 PLP Priority | from:Term 2to:Term 4 | $0.00 |
| Action 1: Conduct a consultation session with all staff to refine shared vision, values matrix, appropriate reinforcements and consequences. | 🗹 Learning specialist(s)🗹 Staff development coordinator🗹 SWPBS leader/team🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 1: Provide professional learning on school wide approach to positive behaviour using Curriculum Days and PL Modules  | 🗹 Learning specialist(s)🗹 Staff development coordinator🗹 SWPBS leader/team🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Refine the IEP and SSG process across the school in line with disability and inclusion reform guidance | 🗹 Assistant principal🗹 Disability inclusion coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 2: Develop a process for tracking and implementing adjustments to support students with disabilities  | 🗹 Assistant principal🗹 Disability inclusion coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 2: Link IEP snapshots to mastersheets to create more comprehensive learning profiles | 🗹 Data leader | 🞎 PLP Priority | from:Term 2to:Term 4 | $0.00 |
| Action 2: Deliver professional learning on Disability and Inclusion to all staff  | 🗹 Disability inclusion coordinator🗹 Staff development coordinator🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 3to:Term 3 | $0.00 |
| Action 2: Prioritise IEPs and student learning data (mastersheets) at a staff meeting in Term 1 | 🗹 Data leader🗹 Teaching and learning coordinator | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| KIS 3.bResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Further develop a school culture that enhances the extent to which all students, families and staff feel connected, protected and respected |
| **Actions** | Action 1Build the capacity of students to develop and lead school-based initiatives to strengthen our practice of CPRAction 2Build the capacity of parents to engage in their child’s educationAction 3Continue to promote a culture that supports staff wellbeing |
| **Outcomes** | Action 1Students will:- Participate in the committee and lead activities- Use the language of CPRTeachers will:- Know and use the proper channels to report concerns about psychological health and wellbeingAction 2Parents will:- Increase positive participation in school programsAction 3Teachers will:- Report improved professional and psychological safety at the school- Improve their knowledge and capacity to support the wellbeing of all members of the college |
| **Success Indicators** | Action 1Early Indicators:- Committee formed and meeting regularlyLate Indicators:- Students report increased school connectedness - Increased student engagement in developing student programsAction 2Late Indicators:- Parents report increased opportunities to participate in their child’s educationAction 3Late Indicators:- Staff report improved levels of wellbeing- Staff report increased confidence to share opinions and raise issues |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Create a student-led committee on CPR | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Action 1: Strengthen the links between the VCE VM program and CPR priorities | 🗹 Disability inclusion coordinator🗹 VCAL leader/team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Review school communication with families across all platforms to improve accessibility  | 🗹 Assistant principal🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Utilise existing parent events, and wellbeing and community outreach programs to collect feedback | 🗹 Assistant principal🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Provide parent workshops on the use of COMPASS and other relevant topics | 🗹 Assistant principal🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Review and refine the purpose of each year level parent evening to increase engagement | 🗹 Assistant principal🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 2: Provide professional learning for sub-school teams in effectively engaging and working with parents and families | 🗹 Assistant principal🗹 Sub school leader/s | 🗹 PLP Priority | from:Term 2to:Term 3 | $0.00 |
| Action 3: Review and distribute the Engagement Framework and supports available to staff  | 🗹 Staff development coordinator | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Action 3: Utilise Performance and Development Plan (PDP) discussions to provide an opportunity to discuss staff wellbeing | 🗹 Staff development coordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Action 3: Build leader capacity to facilitate effective teams and support staff wellbeing through targeted professional learning and coaching | 🗹 Staff development coordinator | 🗹 PLP Priority | from:Term 2to:Term 4 | $0.00 |
| Action 3: Embed opportunities on whole staff curriculum days to facilitate staff connectedness and team building | 🗹 Staff development coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |